



STUDENT // PARENT
HANDBOOK

2019-2020



HardyBrown
COLLEGE PREP
A FORTUNE SCHOOL

Student / Parent Handbook
2019-20

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Dear Parents and Students,

Welcome! We are excited to begin the 2019-20 school year with you. Each member of the school team (students, parents, teachers, and staff) has made an informed decision when choosing and committing to be here. As members of this team we will do whatever it takes to ensure the academic, behavioral, and social success of each individual student.

We stand at a very special point in time. Educational research clearly states that ALL students, regardless of socio-economic status or ethnicity, can learn when provided with high expectations, rigorous standards, and exceptional teaching. There are NO EXCUSES for students, parents, teachers and school administrators. There are also no shortcuts on the road to high achievement.

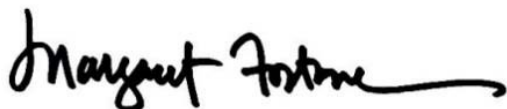
To meet this challenge, students, parents, educators and community members must work collaboratively. We must be able to rely on one another. Our relationships will grow stronger as we build trust and learn to value one another's unique skills and contributions. Ultimately, our relationships and efforts will continue to yield outstanding results in student achievement as we have already demonstrated on state-wide measures of student performance.

There is even greater excitement as we continue with our mission in the 2019-20 school year. The relentless efforts of dedicated community members, teachers, staff, and parents will help all Fortune schools become one of the highest performing school systems in America.

Parental involvement is also a crucial component in creating a learning community that meets the safety and academic needs of all students. Please read through this handbook carefully and keep it so that you may have it available for future reference. This handbook has been designed to communicate the basic policies that we all must follow to ensure that learning remains the focus every minute of each day.

We look forward to working with you to prepare our students to become life-long learners and leaders.

Sincerely,

A handwritten signature in black ink that reads "Margaret Fortune". The signature is written in a cursive, flowing style with a long horizontal flourish extending to the right.

Margaret Fortune
President/CEO

EDUCATIONAL PARTNER:
VOICE.

STUDENT/PARENT HANDBOOK 2019-2020

Mission

To graduate high-achieving students of good character prepared for college and citizenship in a democratic society.

Five Pillars

1. High Expectations

All schools in the Fortune network have high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and intrinsic rewards and consequences for academic performance and behavior.

2. Choice and Commitment

Students, their parents, and the staff of every Fortune school choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other and must be willing to put in the time and effort required to achieve success.

3. More Time

We know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

4. Focus on Results

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

5. Citizenship

We train all students to become leaders and all of our staff shall model leadership qualities. Principals are given independent control of staffing and budget decisions. In addition to principals, staff members who demonstrate necessary leadership potential are given responsibilities extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis both inside and outside the classroom.

Three Rules

1. Listen.
2. Respect.
3. Work hard.

2019-20 INSTRUCTIONAL MINUTES

KINDERGARTEN: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	<i>7:30 am</i>
Instruction Begins	7:45 am
Culture Meeting / Second Step	15 minutes
Breakfast	<i>15 minutes</i>
Language Arts (includes Science and Humanities labs)	180 minutes
Yoga	20 minutes
Mathematics	115 minutes
Lunch	<i>20 minutes</i>
PE / Art (alternating days)	40 minutes
Recess	<i>15 minutes</i>
Study Hall / Supper	15 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	3:00 pm

KINDERGARTEN: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	<i>7:30 am</i>
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Breakfast	<i>15 minutes</i>
Language Arts (includes Science and Humanities labs)	165 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	<i>20 minutes</i>
PE / Art (alternating days)	20 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE I: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	30 minutes
Breakfast	10 minutes
Language Arts (includes Science and Humanities labs)	180 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	20 minutes
PE / Art (alternating days)	40 minutes
Study Hall / Supper	15 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	3:45 pm

GRADE I: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	15 minutes
Breakfast	10 minutes
Language Arts (includes Science and Humanities labs)	170 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	20 minutes
PE / Art (alternating days)	20 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE 2: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	15 minutes
Breakfast	10 minutes
Language Arts	150 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	20 minutes
PE / Art (alternating days)	40 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	15 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	3:45 pm

GRADE 2: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Breakfast	10 minutes
Language Arts	120 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	25 minutes
Science	30 minutes
Humanities	30 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE 3: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	15 minutes
Breakfast	10 minutes
Language Arts	150 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	20 minutes
PE / Art (alternating days)	40 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	25 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	3:45 pm

GRADE 3: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Breakfast	10 minutes
Language Arts	120 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	25 minutes
Science	35 minutes
Humanities	35 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE 4: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Breakfast	10 minutes
Language Arts	150 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	20 minutes
PE / Art (alternating days)	40 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	20 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	4:00 pm

GRADE 4: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Breakfast	10 minutes
Language Arts	120 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	25 minutes
Science	35 minutes
Humanities	35 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	2:00 pm

GRADE 5: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	15 minutes
Breakfast	10 minutes
Language Arts	150 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	20 minutes
PE / Music (alternating days)	40 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	30 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	4:00 pm

GRADE 5: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Breakfast	10 minutes
Language Arts	120 minutes
Yoga	20 minutes
Mathematics	120 minutes
Lunch	25 minutes
Science	30 minutes
Humanities	30 minutes
Study Hall	10 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE 6: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open / Breakfast	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Language Arts	90 minutes
Mathematics	90 minutes
Spanish	30 minutes
Lunch	30 minutes
PE / Music (alternating days)	35 minutes
Science	90 minutes
Humanities	30 minutes
Technology	30 minutes
Art	30 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	4:00 pm

GRADE 6: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open / Breakfast	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Language Arts	90 minutes
Mathematics	90 minutes
Lunch	25 minutes
PE	30 minutes
Science	90 minutes
Technology	40 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE 7: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open / Breakfast	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Language Arts	90 minutes
Mathematics	90 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Technology	30 minutes
Art	35 minutes
Science	90 minutes
Humanities	60 minutes
Spanish	30 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	4:00 pm

GRADES 7: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open / Breakfast	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Spanish	40 minutes
Language Arts	90 minutes
Mathematics	90 minutes
Lunch	25 minutes
PE	30 minutes
Science	90 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

GRADE 8: Monday, Tuesday, Thursday, Friday

<i>Activity</i>	<i>Begin</i>
Classroom doors open / Breakfast	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Language Arts	90 minutes
Technology	30 minutes
Mathematics	90 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Art	30 minutes
Science	90 minutes
Humanities	60 minutes
Spanish	35 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	4:00 pm

GRADES 8: Wednesday

<i>Activity</i>	<i>Begin</i>
Classroom doors open / Breakfast	7:30 am
Instruction Begins	7:45 am
Culture Meeting / Second Step	10 minutes
Language Arts	90 minutes
Mathematics	90 minutes
Lunch	25 minutes
PE	30 minutes
Science	90 minutes
Humanities	40 minutes
Dismissal: <i>Students must be signed out by parent/guardian (or other authorized adult).</i>	2:00 pm

2019-2020 Fortune Academic Calendar

		JULY	AUGUST	SEPTEMBER
August 19- 20	Intercession – All Grades	S M T W Th. F S 1 2 3 4 5 6	S M T W Th. F S 4 5 6 7 8 9 10	S M T W Th. F S 1 2 3 4 5 6 7
August 21	First Day of School – All Grades	7 8 9 10 11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20 21 22 23 24	8 9 10 11 12 13 14 15 16 17 18 19 20 21
August 21-23	Minimum Days – K-8	21 22 23 24 25 26 27 28 29 30 31	25 26 27 28 29 30 31	22 23 24 25 26 27 28 29 30
September 2	Labor Day Holiday (No School)			
November 11	Veteran's Day Holiday (No School)			
November 12 - 21	K-8 Fall Intercession Parent/Teacher Conferences	OCTOBER S M T W Th. F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOVEMBER S M T W Th. F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER S M T W Th. F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
November 25-29	Thanksgiving Break (No School)			
December 23 – January 3	Winter Break (No School)			
January 20	Martin Luther King, Jr. Day (No School)			
February 10	Lincoln's Birthday (No School)			
February 17	Washington's Birthday (No School)			
March 16 – 19	K-8 Spring Intercession Parent/Teacher Conferences	JANUARY S M T W Th. F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY S M T W Th. F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	MARCH S M T W Th. F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April 6 – 10	Spring Break			
May 1 – 29	Smarter Balanced Testing			
May 25	Memorial Day (No School)			
June 1 – 12	Student-Led Parent/Teacher Conferences	APRIL S M T W Th. F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY S M T W Th. F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE S M T W Th. F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
June 16	Last Day of School for Students (All Schools)			

175 regular instructional days for all students. **14** Intercession and **8** Saturday School days (supplemental instruction; by invitation only) are shown in green. **Saturday School** and **Intercession** schedule applies to K-5 and K-8 campuses only.

PARENT INVOLVEMENT

To put it simply, we cannot provide a high-quality education without including the parent(s) of every student in the learning process. Educators and parents cannot work in isolation of each other. In order for learning to take place for every student, there must be a continuum of instruction that lasts much longer than the time students are in school. By working together as trusted partners, parents and educators can create an educational experience for each student that allows learning to continue at home and beyond the classroom walls. Research states that:

- When parents are involved, students tend to achieve at higher levels in school, regardless of socio-economic status, ethnic/racial background, or parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in students' education, those students generally have higher grades and test scores, better attendance, and complete homework more consistently.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.
- In programs designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children.

Because of this overwhelming evidence, we believe it is paramount to include parents in the learning process. Upon enrollment, parents sign a Commitment to Excellence Contract to provide 40 hours of completely voluntary service each year to improve the achievement of their child and the school community. The school also provides structures to involve parents in their child's learning and coordinate parent communication, workshops, activities, and clubs to educate, train, and empower parents to better support their child's pursuit of an excellent education.

Several of the activities that count as Parent Hours are listed below:

- Attending Student/Parent/Teacher Conferences and Parent Orientations
- Participating in Parent Events or Parent Group Meetings
- Buying healthy food for parent events or for your child's classroom (\$5 = 1 hour)
- Completing at-home projects for teacher or Parent Liaison (maximum: 30 minutes per day, per child)
- Helping during Study Hall
- Homework or reading time at home with your student(s) (maximum: 30 minutes per day, per child)
- Morning greeting (2 mornings = 1 hour of credit)
- Set-up/clean-up for school events
- Tutoring
- Volunteering in your child's classroom (when scheduled through teacher)

Students will not be penalized in the event a parent does not fulfill their completely voluntary, 40-hour commitment.

Fortune School encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. Community volunteers in our schools enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. By their presence in the classroom and on school grounds, volunteers may also enhance supervision of students and contribute to school safety.

Volunteer Definition: A volunteer is a parent, community member or other adult who assists at a school site or program on a regular or semi-regular basis. Also included in this definition are those who help on a one-time basis transporting for official school-related activities/events or working with children without the direct oversight of certificated staff. Parents who observe or visit their child at school on a regular basis and stay more than 15 minutes each time are considered volunteers. Volunteer screening, including fingerprinting, is required for all volunteers, at the volunteer's expense. Individuals who are at the school to attend or help at a one-time special event involving supervised contact with children are not considered volunteers by this definition and are not required to be screened. Examples include helping at a school fair or providing an explanation of their career to a classroom. A parent picking up their child from school or randomly observing or visiting their child's classroom is not considered a volunteer.

Volunteers are welcome and greatly appreciated. After receiving clearance, all volunteers are required to make arrangements at least 24 hours in advance with the classroom teacher so the teacher can provide the name of the volunteer to the front office for sign-in procedures. Visitors (not cleared via live scan) will be allowed on campus for a maximum of 15 minutes after notifying the classroom teacher at least 24 hours in advance. For birthdays, notify the classroom teacher 24 hours in advance. Visitors/volunteers will not be permitted on campus without at least a 24 hour notice.

Department of Justice Checks

Before authorizing any person to serve as a volunteer working with students, the school shall ask the Department of Justice to conduct an automated records check. Volunteers shall not begin to work with students until all checks are completed, and shall be informed that the school is conducting this records search. Volunteers having continuous contact with students (more than 15 minutes) shall undergo fingerprinting pursuant to Education Code 45125. (Education Code 45106, 45125, 45347, 45349) at their own expense.

A school designee shall ensure that volunteer projects comply with health and safety codes, building codes, fire codes, and environmental laws. The school will provide on-site assistance and supervision for such projects, depending upon their complexity and the expertise of the volunteers. Projects shall be inspected upon completion to ensure that the work was done satisfactorily. Electrical, electronic, heating, ventilation, air conditioning, plumbing, welding and structural work must be done by a licensed contractor or performed under the supervision of a skilled maintenance employee with knowledge of the trade involved.

COMPLAINT PROCESS

Due to the importance of parent involvement in the success of each child parents are expected to communicate regularly with their child. Furthermore, parents and teachers need to communicate regularly in order to monitor their child's progress and build a strong partnership with their child's teacher. In the case that a parent has a concern regarding the child's experience in the classroom parents are asked to follow the steps below:

1. Discuss the issue with your child.
2. Meet with the classroom or grade level teacher with your child present.
3. Meet with the classroom teacher, your child, the principal.
4. Meet with the principal.

If the concern is not resolved after the steps above have been followed then parents have the option to proceed with the steps below:

5. Meet with the principal and President/CEO (or designee) of Fortune School of Education.
6. Address the Board of Directors for Fortune School of Education.
7. Address the San Bernardino City Unified School District Charter School Division Office.
8. Address the San Bernardino City Unified School District Board of Education.
9. Address the California Department of Education.

CAMPUS SUPERVISION

The school opens its doors at 7:15 am each school day and discontinues providing general supervision 15 minutes after dismissal time. We are **not** responsible for general student supervision prior to or after this time. Students who are enrolled in and participate in the After School Program will be supervised on campus until a parent or guardian picks them up, consistent with the rules for the After School Program. Teachers and staff are responsible for student supervision during the school day and during all off- campus field lessons.

Per the Commitment to Excellence Contract, students are to remain in class until their grade level dismissal time. In addition, parents and guardians will be prompt when picking their children up from school or school- sponsored field lessons. Families must pick their children up no later than 15 minutes after the dismissal time. Students who participate in the After School Program will be supervised on campus until 5:30 pm. On the first occurrence of a late pick up, the parent/guardian will be required to meet with the Principal. On the second and subsequent occurrences of a late pick up, law enforcement or CPS will be notified if a student is not picked up on time from school, field lessons, or the After School Program.

HBCP a closed campus. We encourage parents and guardians to visit and help in their student's classroom. **All visitors must check-in at the school office prior to visiting classrooms.** If a parent/guardian has not been cleared, they cannot visit the classroom for more than 15 minutes, and cannot be unsupervised. Please see the Parent Involvement section for the definition of "visitor" and the related clearance requirements for volunteers. Visitors are required to wear a sticker that identifies them as a visitor to the school. Before leaving campus, all visitors are required to sign out in the office.

PRESCRIPTION MEDICATION

It is discouraged that medications be administered while children are at school. However, we understand that it sometimes cannot be avoided. In the instance where medication must be administered during school hours, an Authorization to Administer Medication form must be filled out by the student's physician or the medication **will not be administered under any circumstances.**

For safety reasons, **parents** must bring all prescription medication to the school office where it is to be stored. Prescription medications must be in a pharmacy-labeled container that includes the child's name, medication, dosage, the prescriber's name and directions for administration. If there is a need for cough medicine or the like to be given during school hours, either the parent will need to come to school to administer it, or the parent will be required to obtain a prescription from the doctor with dosing instructions and the medication will only be accepted if it has a proper pharmacy label. Non-prescription medication in any form is not permitted on campus under any circumstances.

New Authorization to Administer Medication forms must be completed with any changes in medication, dosage or time to be given. The parent agrees to pick up expired or unused medication within one week of notification and/or prior to the end of the school year or it will be destroyed.

STUDENT CONDUCT

All schools in the Fortune network have high standards for academic achievement and student conduct that are clearly defined, measurable and do not allow for excuses based on the background of students. Students are expected to be responsible for their own behavior. Clear and consistent intrinsic and extrinsic rewards and consequences are strictly applied and enforced just as they will be in our students' lives beyond the school campus.

School administrators, teachers and staff will ensure that every student who wants to learn will be able to do so in a safe, productive, and clean environment. In return, students are expected to work hard, have a positive attitude, and treat classmates, staff, visitors, and property with kindness, courtesy and respect.

NON-NEGOTIABLE EXPECTATIONS

1. Commitment to Excellence Contract
2. School Rules:
 - LISTEN: One person speaks at a time during instructional time. Be on task at **all** times during class. While **anyone** is speaking, students will always have their eyes, ears, and brains focused on that person. This is referred to as "SLANT" and "tracking" the speaker.
 - RESPECT: Be nice. Students must respect themselves, their teachers, fellow students, as well as school and personal property.
 - WORK HARD: Learning is hard work. It can also be fun and rewarding. There are no excuses for not working hard. Give your best effort at all times.

ADDITIONAL GUIDELINES

1. Golden Rule: Treat others like you want others to treat you.
2. Be organized and prepared for **all** classes. Work should always be completed on time and presented neatly. All personal belongings must be kept neatly in binders, folders, and backpacks.
3. Respond appropriately to all directions. Non-verbal actions matter.
4. Do the right thing without being told. "*Assign Yourself.*"

FIELD LESSONS

We provide a variety of opportunities to extend student learning outside the classroom. We call these opportunities Field Lessons. While we expect all students to participate, it is important for students and parents to know that basic eligibility requirements apply:

- No suspensions during the trimester of the Field Lesson
- No more than 3 referrals or major infractions during the trimester of the Field Lesson

Any family whose child is ineligible may be permitted to attend a Field Lesson if a volunteer-eligible (cleared) family member accompanies and supervises the student. See the section on Volunteers for more information. Written and/or verbal notice of ineligible students will be given to both students and families.

INTERNET TERMS AND CONDITIONS

1. **Acceptable Use:** The use of computing devices with internet access must be in support of education and research and consistent with the school's education objectives.
2. **Unacceptable Use:** Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Any transmission reception or web search of pornographic material is expressly prohibited and will result in the cancellation of all information technology access and privileges.
3. **Privileges:** The use of information technology is a privilege and unacceptable use will result in cancellation of those privileges.
4. **Network Etiquette:** You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited) to the following:
 - Be polite
 - Use appropriate language
 - Share resources
 - Do not reveal personal information (address, phone numbers, or email)
 - Social networking (i.e. use of Instagram, Facebook, Snapchat, Musical.ly) is prohibited.
5. Use of any information obtained via the Internet is at the students' own risk.
6. **Security:** Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem, notify an administrator or teacher immediately. Do not use another individual's account without written permission from that individual. Attempts to login to any network server as a system administrator will result in cancellation of user privileges.
7. **Vandalism:** Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, hardware, network or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses or installation of software on school computers by students.

PERSONAL BELONGINGS

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

- Weapons or toy weapons
- Soda, high-sugar drinks
- Candy, gum or sunflower seeds
- Unhealthy snacks (Hot Cheetos, Takis)
- Electronic toys & gaming devices
- Cash in excess amounts
- Sunglasses; non-prescription glasses
- Baseball caps or “do” rags
- Alcohol, tobacco, or any illegal substance
- Toys, stuffed animals or dolls
- Fast food; Starbucks; every drinks
- Cellular telephones, smart or toy watches
- Vulgar/inappropriate stickers and logos
- Inappropriate magazines / books
- Denim clothing of any kind
- Permanent markers, compact mirrors

If parents choose to have their student carry a cellular telephone to and from school for safety purposes, the student must check the device in with his/her classroom teacher. The student may check the telephone out at the end of the day. Lost or stolen cell phones are not the responsibility of the school. See cell phone policy on page 29.

UNIFORM & DRESS CODE

We believe that a student’s appearance has an impact on his or her attitude and behavior. As a result, all schools in the Fortune network are uniform schools. Respect for the school community and for the students themselves is evidenced by dressing appropriately. All students will adhere to a dress code that enhances a professional educational environment at all times. Students are to wear a school-approved “every day” uniform (Mondays, Tuesdays, Thursdays, Fridays) or “dress” uniform (Wednesdays), during off-campus school functions, as well as during Intersession and summer sessions, unless otherwise specified.

1. The **everyday** uniform consists of the following clothing:
 - School color polo shirt with embroidered school logo
 - Khaki pants, shorts, skirt, scooters, or skorts
 - All black closed-toe shoes with all black soles. Symbols, logos and shoelaces must be all black.
 - Dark socks
 - Black belt
2. The **dress** uniform* consists of the following clothing:
 - Navy blue sweater vest or navy blue cardigan sweater (TK-5) with embroidered school logo
 - Navy blue sweater vest or navy blue pullover sweater (6-8) with embroidered school logo or navy blue track jacket with embroidered logo
 - Green plaid tie (TK-5)
 - Green and navy striped tie (6-8)
 - White, short sleeved button down dress shirt (no white polo shirts)
 - Khaki pants, or khaki skirts, scooters or skorts
 - All black closed-toe shoes (no tennis shoes) with all black soles.
 - Dark socks (boys)
 - White or navy knee highs or tights (girls)
 - All black belt (if necessary)
3. The **MIDDLE SCHOOL** (only) PE uniform consists of:
 - School logo t-shirt.
 - Navy blue shorts
 - All black tennis shoes (consistent with the dress code policy) with all black soles

Scholars must dress down in their P.E. uniforms on each of their designated P.E. days. P.E. shirts with the school logo and navy blue bottoms will be issued to scholars. Scholars shall follow policy on the maintenance of school P.E. uniforms.

		White Button Down Shirt, School Tie, and Cardigan, Vest, or Track Jacket	School Polo	HBCP School Spirit Shirts
Monday	Polo Day	NO	YES	NO
Tuesday	Dress Uniform	YES	NO	NO
Wednesday	Dress Uniform	YES	NO	NO
Thursday	Dress Uniform	YES	NO	NO
Friday	Polo/HBCP Spirit Day	NO	YES	YES

DRESS CODE

We prepare our scholars to make positive first impressions. A scholar's appearance sends a number of subtle, non-verbal messages. The messages we want our scholars to send are professionalism, confidence and competence. With that in mind, we expect our scholars to:

1. Keep their uniform clean and in good repair, and present a neat, well-groomed personal appearance.
2. All shirts must be tucked in unless otherwise specified (i.e. PE).
3. Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, scooters, or skorts. If a student violates this rule, they must wear a "loaner" uniform article from the office. Inappropriately short is defined as any skirt, scooter, skort, or shorts that do not reach the top of the knee. Shorts must be worn under skirts.
4. All pants must fit around the natural waist and not be excessively baggy, and may not cover the shoes.
5. Belts must be worn through all belt loops and may not cause a distraction to learning.
6. All clothing must be hemmed. Cut-offs are not allowed.
7. Students may only wear all black or all navy blue jackets (no fur or any type of design allowed). Sweatshirts or pull over jackets of any kind are not permitted. Undershirts must be all black or all navy.
8. Students may not wear denim clothing (pants, jackets, etc.)
9. Hair must be worn neatly, and without designs. Students may not wear hats, caps, "do" rags, hoods, bandannas, or other head coverings at school, unless deemed appropriate. For students with a religious requirement for wearing head covering, this will be discussed on a case-by-case basis.
10. Male students/students that identify as male are to be clean cut, meaning a well-groomed, neat hair cut above the collar, including twists. Locs are permitted, may be of any length and must be well groomed in a natural hairstyle. Afros of any size are permitted as long as they are above the collar. No cornrows, braids, ponytails (except in the case of natural hairstyles with locs) are allowed on male students. Designs, lines, Mohawks of any kind, colored, or bleached hair is not permitted for any student.
11. For safety reasons, the following jewelry will not be permitted at any Fortune school: chains, chokers, multiple-finger rings, toe rings, and large dangling earrings (larger than a quarter).
12. For safety reasons students must wear all black, closed-toe shoes. Symbols, logos and shoelaces must be all black.
13. Students may not wear multiple bracelets. (Two maximum, one per wrist.)

14. Students may not pierce any body parts other than their ear lobes, and have one earring per ear. Male students / students that identify as male are not permitted to wear earrings.
15. Students may not wear make-up with color, including lip gloss.
16. Students may not wear artificial nails. Students are not allowed to paint their nails.
17. Students may not have tattoos (real or fake).
18. Students may not wear perfume/cologne/spray-on deodorant.
19. Any item of clothing, accessory, or personal belonging deemed to be a distraction to the learning environment will not be allowed. Beads and barrettes: no more than two colors. No “cat ear” or multi-colored headbands or bows. No colored strings in the hair of any kind.
20. The administration reserves the right to determine the appropriateness of articles of clothing not specifically addressed in the Dress Code Policy.

ATTENDANCE

Students will be in class by 7:45 am every day (Monday – Friday), and remain at school until grade-level dismissal. On specific days when dismissal times change, families will be given written notice of the adjusted time.

HOMEWORK EXPECTATIONS WHEN ABSENT

All missed work due to an excused or unexcused absence(s) must be completed. All work needing completion or correction must be fixed. Work can increase. It is the student’s responsibility to consult with each of his/her teachers to make sure she/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work.

Since absences negatively affect academic achievement, repeated absences shall be reflected in the student’s grades. Excessive unexcused absences or instances of tardiness, may lead to the Principal or designee, student, and parent or guardian meeting to address the issue. A student may be retained if they obtain 10 or more unexcused absences for the school year. A meeting of appropriate administrators, the child, and parent will be convened to assist parents and students who have persistent attendance or tardiness problems.

TARDINESS

Parents and guardians will be prompt when bringing their child to school or to other school-sponsored events. Repeated tardiness can lead to appropriate consequences determined by the administration due to the missed learning time. For every 15 minutes a student is late to school, he/she will miss 10% of the academic instruction.

ABSENCES

Excused Absence: Absences for proper causes are listed in the State Educational Code for illness, medical, dental, or optometry appointments.

Unexcused Absence: Absence which occurs with the knowledge and approval of parents or guardian but for reasons which, though not acceptable under State Law, are not classified as truancy.

If a student is expected to be absent, parents/guardians must contact the school office by phone the night before or the day of the expected absence. If a student becomes sick in the morning, the parents/guardians must contact the school office by 7:30 am. If a student is not in the classroom and the school has not been notified of the absence, the parent or guardian will be called. Upon the student’s return, the student is expected to bring a signed note from the parent/guardian or the physician who treated the student, which includes the date or time and a reason for the absence. All absences must be cleared within 72 hours.

School funding is based on attendance, so accurate record keeping and state law requires parent confirmation of the reasons for the absences. If your child is ill, it is best for him/her to stay home to get the care needed and prevent the

exposure of illness of others. If for any reason your child is absent from school, please call the school office/or send a note indicating the reason. The note should state the reason and the dates of absence. State law permits absences for the following reasons: **Illness, quarantine (as directed by the Health Department), medical, dental or eye appointments, or attending the funeral of an immediate family member.**

FIVE STEP SCHOOL ATTENDANCE REVIEW BOARD (SARB) PROCESS

All campuses will utilize a School Attendance Review Team (SART). The School Attendance Review Team at the school site level will support the school attendance policies and address truancy at all grade levels. The SART will convene as needed to review truancy cases. If a student is habitually truant (absent without a valid excuse for 5 days during the school year), if he/she is absent or tardy by more than 30 minutes without a valid excuse on 5 occasions in a school year, or any combination thereof, a SART hearing will be called. The parent/guardian of the habitually truant student will receive notice of the SART hearing and be required to attend. At the SART hearing, information will be provided about a student's attendance record. Parents/guardians will be asked to comment on the reasons for the student's truancy. A parent contract will be developed to bind the parent to bringing their child to school on time every day. The SART will make referrals to local agencies as appropriate. Documentation of SART proceedings will be included in the child's cumulative file.

Referral to School Attendance Review Board (SARB)

A SARB will be triggered when a student is classified as a "chronic truant," meaning a student is absent without a valid excuse for at least 10% of the school days in one school, from the date of enrollment to the current date. The SARB will meet as needed to hear cases.

Referral to Appropriate Agencies or County District Attorney:

It is the Charter School's intent to identify and remove all barriers to the students' success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after the SARB Hearing, outlined below, or if the parent fails to attend a required SARB Hearing, the parent and child may be referred to the District Attorney's office. Students 12 years of age and older may be referred to juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Five Step SARB Process

1

Letter #1 : Child at Risk of Truancy

First Unexcused Absence

- Phone call to parent/ guardian
- Postcard sent to parent/ guardian warning that their child is at risk of becoming truant
- Record of postcard will be documented in the student's cumulative file

2

Letter #2 : Notification of Truancy

3 Unexcused Absence or Tardy of 30 min or more

- Phone call to parent/ guardian
- Letter #2 sent and hand delivered to parent/ guardian informing that their child is truant
- Record of Letter #2 will be documented in the student's cumulative file

3

Letter #3 : Notification of Habitual Truancy

5 Unexcused Absences

- Letter #3 hand delivered and sent by registered mail scheduling a School Attendance Review Team Meeting (SART)
- Parent/ guardian is required to attend SART
- Attendance contract established & placed in cumulative file

4

Letter #4 : Notification of Continued Truancy

11 Unexcused Absences

- School hand delivers AND sends Letter #4 by registered mail with a copy of the student's attendance contract from the SART meeting.
- School conducts a home visit
- Record of Letter #4 will be documented in the student's cumulative file

5

Letter #5 : Notice of School Attendance Review Board (SARB)

18 Unexcused Absences; Chronic Truancy

- Letter #5 sent by registered mail informing parent/ guardian that their child is a chronic truant and will be required to appear before the School Attendance Review Board (SARB)
- Notice of SARB Hearing sent to SARB Chair, County Office of Education and County District Attorney's Office.

SARB Hearing is held, which may result in the following:

- Placed on contract; if violated, referred to District Attorney or Truancy Court and possible fines.
- Referred to other agency: Counseling, Probation, Child Protective Services, etc.

ACADEMIC INFORMATION

The school's curriculum is driven by clear content and performance standards for what students should know and be able to do. For each grade level, standards are based on California state-adopted content standards. Teachers will use regularly scheduled assessments to measure how well students are mastering the standards.

Teachers use knowledge about student skills to shape whole-class instruction, small-group work, and one-to-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers do not simply work to get through a textbook; rather, they establish a big goal for students, diagnose student skills and needs in order to target instruction appropriately and maximize student achievement toward the set goal.

Teachers will give students and parents/guardians on-going feedback about student performance. Teachers will send assessments and progress reports home to be signed consistently throughout the year, as well as class and homework for parents/guardians to sign. Teachers will contact parents/guardians if they see a slip in academic performance, students performing below their potential, or a skill that needs extra practice at school and/or home.

Report cards will be sent home at the end of each trimester and all students will have three student-led parent/teacher conferences. Parents/guardians will also get feedback about student performance throughout the year.

COMMUNICATING OVERALL GRADES AND REPORT CARDS

Parents/guardians are required to participate in three Student-led Parent/Teacher Conferences during each academic year. These conferences are focused on their child's trimester report card. During this meeting, parents/guardians will have the opportunity to learn about their child's academic progress through a student-led presentation of the report card and samples of student work, as well as receive ideas and instructional materials to assist their child at home. Parents/guardians and students will also problem-solve with the help of teachers to determine strategies to maximize the performance of their child.

Students and families will have access to the online gradebooks, via Illuminate. Illuminate allows parents and students to access grades and assignments on a real-time basis via the Internet.

HOMEWORK

Homework may be assigned and must be completed on time to ensure that students are maximizing their learning. Teachers will provide scholars with meaningful feedback on the homework that is assigned. We use homework for a variety of reasons, all of which align with what is expected of successful college prep-level scholars. We expect students to complete their homework to prepare for the next day's lesson, practice skills and reinforce knowledge learned during the day, and ultimately, establish study habits that will prepare scholars for educational success.

HONOR ROLL PROGRAM (K-5)

The Honor Roll Program is intended to acknowledge student academic excellence. Specifically, it acknowledges individual high achievement in grade level standards and curricula, which in turn, encourages for each child to maximize their potential.

Frequency: Honor Roll students will be identified each school trimester.

Elementary Honor Roll Requirements: Students may earn up to 10 honor roll points each trimester. To earn Honor Roll status, students must achieve a 10/10 or 9/10 on each trimester report card. There are three categories where Honor Roll points can be earned: Academics (4 points), Attendance (maximum of 3 points), and Leadership (3 points). In addition, to earn honor roll status students must earn 4 out of 4 academic points and 3 out of 3 leadership points.

MEASUREMENT OF STUDENT PERFORMANCE: ELEMENTARY (K-5)

Student grades will be based on three (3) areas of development: Academics, Attendance and Leadership.

1. Academics (0-4 grade points)

Students can earn 1 grade point for each of the four classes: ELA, Math, Science, and Social Studies. To earn an academic point for a class a student's final grade for the trimester must be at 80% or higher. Student performance on specific academic standards will be assessed through multiple measures, including but not limited to criterion-referenced tests, portfolios, and rubrics.

Grades K - 5

Performance Level	Grade Points	Assessment Average
Exceeds Mastery	3	90-100%
Mastery	2	80-89%
Approaching Mastery	1	70-79%
Below Mastery	0	Below 70%

2. Attendance (0-3 grade points)

Students can earn 1 grade point for each of the following areas of Attendance:

Presence: daily attendance in class, students must have no more than 2 unexcused absences in the trimester. (Suspensions are considered an unexcused absence.)

Punctuality: coming to school on time for the trimester. Students must have no more than 6 tardy days in the trimester.

Participation: no more than 4 early dismissals.

3. Leadership (0-3 grade points)

Students can earn 1 grade point in each of the following areas of Leadership.

Citizenship: acceptable behavior for the trimester, meaning at least 90% positive behavior for the trimester and no suspensions or expulsions.

Character: effort and determination to meet academic and behavior goals, meaning 90% on-time homework completion for the trimester.

Service: participation in and completion of community-based service learning projects.

GRADING AND REPORT CARDS

The school year is divided into three grading periods (trimesters). The trimesters are long enough (approximately 12 weeks) to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each trimester, students will receive **OVERALL** grades in each of four subjects. The subjects that will be graded are English Language Arts (ELA), Math, History, and Science. **Teachers will clearly state the grading standards for their class and/or subject area at the beginning of the year.**

If a student's skills are below grade level, he or she will receive instruction using intervention materials. Academic interventions are focused on: identifying gaps in student's learning, setting high, standards-based goals for learning, and relentlessly working to help a student reach grade level proficiency. However, while a student is receiving intervention instruction, his or her grades will be based on the student's performance on grade level standards.

Final Grades

Students' final grades are based on student performance in Academics, Attendance, and Leadership.

Promotion to the Next Grade (K-5)

To be promoted to the next grade level, students must be at (or demonstrate significant progress toward) the Proficient level (70%) or above in Academics, and meet Attendance and Leadership goals.

MEASUREMENT OF STUDENT PERFORMANCE: MIDDLE SCHOOL (6-8)

Students will be graded in the following subject areas: ELA, Math, Science, Social Studies/Humanities, Physical Education and Electives. Student performance on specific academic standards will be assessed through multiple measures, including but not limited to criterion-referenced tests, quizzes, homework, etc.

PERFORMANCE LEVEL	ASSESSMENT AVERAGE	GRADE (GRADE POINTS)
Exceeds Mastery	90-100% (passing)	A (4)
Mastery	80 – 89% (passing)	B (3)
Approaching Mastery	70 – 79% (passing)	C (2)
Below Mastery	60 – 69% (not passing)	D (1)
	Below 60% (not passing)	F (0)

“WORK HARD/BE NICE” / SATURDAY SCHOOL / INTERSESSION

More time can be offered to students who need it to master their grade level standards. In some cases, students may be required to attend extra hours after school (Work Hard, Be Nice), Saturday School, or during Intercession. In each case, participation criteria and requirements will be communicated to students and parents ahead of time.

HONOR ROLL PROGRAM (6-8)

The Honor Roll Program is intended to acknowledge student academic excellence. Specifically, it acknowledges individual high achievement in grade level standards and curricula, which in turn, encourages for each child to maximize their potential.

Frequency: Honor Roll students will be identified each school trimester.

Middle School Honor Roll Requirements: Students may earn up to 7 honor roll points each trimester. To earn Honor Roll status, students must achieve a 7/7 or 6/7 on each trimester report card. There are three categories where Honor Roll points can be earned: Academics (1 point), Attendance (maximum of 3 points), and Leadership (3 points). In addition, to earn honor roll status students must earn 1 out of 1 academic points and 3 out of 3 leadership points. Students must earn all points for Academics and Leadership, and may lose only 1 point for Attendance for be eligible for Honor Roll.

<u>Academics (1 point)</u>	<u>Attendance (3 points max)</u>	<u>Leadership (3 points)</u>
3.0 GPA or higher overall with no Ds or Fs.	<u>Presence:</u> 1 point; no more than 2 unexcused absences. <u>Punctuality:</u> 1 point; no more than 6 tardies. <u>Participation:</u> 1 point; no more than 4 early dismissals.	<u>Citizenship:</u> 1 point for acceptable behavior for the trimester, meaning at least 90% positive behavior for the trimester and no suspensions or expulsions. <u>Character:</u> 1 point for effort and determination to meet academic and behavior goals, meaning 90% on-time homework completion for the trimester. <u>Service:</u> 1 point for completion of a service project.

Valedictorian

Awarded to the 8th grade scholar with the highest cumulative GPA for all three years in middle school.

Grading and Report Cards (6-8)

Grading periods are approximately 12 weeks long. Each 12 weeks is a Trimester, and there are three trimesters in the school year. At the end of each trimester, students will receive overall grades in ELA, Math, History/Humanities, Science, P.E., and Electives. Teachers will clearly state the grading policies for their class

and/or subject area at the beginning of the year. Parents can keep track of student grades via Illuminate. Official report cards will be distributed during student-led parent/teacher conferences. See the School Calendar for a timeline for conference dates.

ATHLETICS CODE – GRADES 4 – 8

In order to maintain athletic participation status, student-athletes are expected to honor themselves by maintaining at least a 2.75 GPA for middle school, and an 80% or higher for eligible 4th and 5th grade scholars. We are a college preparatory school and hold our scholars to high expectations. It is both realistic and expected that scholars take advantage of the resources offered to help them balance being a student-athlete in a rigorous college preparatory program. Scholar-athletes must be responsible for completing all classwork and homework assigned every day. **Athletes will not be excused from completing classwork or homework missed due to games or practices.** If scholars fall below the mandatory GPA/academic requirement, participation in athletics will be suspended and scholars will be expected to commit to whatever it takes to raise their grades in order to resume the athletic program.

Final Grades

Students' final grades are based on student performance in Academics, Attendance, and Leadership.

Promotion to the Next Grade (6-8)

Students must meet with following criterion in order to be eligible for promotion to the next grade level. At least a 2.0 GPA for the year OR for students with an Individualized Education Program (IEP), demonstrate significant progress towards the individual education goals listed in in their IEP, and by the recommendation of the IEP Team.

Students will have ample opportunities to reach Mastery through extended day learning, individualized tutoring, as well as Intersession.

The Principal and teacher reserve the right to require that a student repeat a grade level for lack of academic progress, organization, and/or maturity, pursuant to Education Code 48070-48070.5.

RESPONSE TO INTERVENTION / MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-Tiered System of Supports (MTSS) is a systematic, continuous improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students. Students performing below grade level will receive support using a variety of academic interventions. Academic interventions are focused on identifying gaps in student's learning, setting high, standards-based goals for learning, and relentlessly working to help a student reach grade level proficiency. However, while a student is receiving intervention instruction, his or her grades will be based on the student's performance on grade level standards.

8TH GRADE END OF YEAR ACTIVITIES AND PROMOTION CEREMONY

End of Year Activities

In order to participate in end of year activities such as Field Day or the 8th Grade Trip, students must achieve the following in Trimester 3:

- Eligible for Promotion
- 80% positive behavior overall for Trimester 3
- No suspensions or expulsions in Trimester 3

8th Grade Promotion Ceremony

The Promotion Ceremony is a privilege earned in recognition and celebration of student achievement. In order to participate in the ceremony, students are expected to achieve the following in Trimester 3:

- Eligible for Promotion
- 80% positive behavior overall for Trimester 3
- No suspensions or expulsions in Trimester 3

SPECIAL EDUCATION

Fortune School has a fully staffed Special Education Department which consists of a Director, Psychologist, Counselor, Speech & Language Pathologist, Occupational Therapist and Education Specialists. The Individualized Education Plan (IEP) Team works together to ensure that each student receives Special Education services as specified in their IEP. Fortune School also has Child Find practices which provides the ability to identify students who may need to be assessed for suspected disabilities.

Referral

Referrals and/or requests for an evaluation for possible Special Education programming are made through the Student Success Team (SST) to the scholar's General Education teacher who is the lead SST team member. A referral may also be made by parents and outside agencies directly to the Student Success Team through the General Education teacher. Parents must be notified in writing, and give written consent before the SST process can begin.

CODE OF CONDUCT

Hardy Brown College Prep expects students and parents/guardians to conduct themselves in an orderly, courteous, dignified and respectful manner. This requirement refers to their actions toward other students, teachers, and adults within the school including their language, dress and manners.

We believe self-discipline is key to individual success. Students and parents have a responsibility to know and respect the policies, rules and expectations of the school. Violations of such policies, rules and regulations will result in disciplinary action. School authorities have authorization to employ probation and suspension and to recommend expulsion, if necessary, to enforce this policy.

Parents/guardians and adult family members who fail to meet the school's standards of conduct will be banned from campus for an amount of time determined by school administration. A ban from campus may be permanent at the discretion of school administration.

Application of the policies contained in this handbook regarding student conduct are in effect during the following times and in the following places:

- On school grounds during, and immediately before or immediately after school hours
- On school grounds at any other time when the school is being used by a school group
- Off school grounds at a school activity, function or event
- En route to and from school/school activity on a school bus or other school vehicle
- At any time or in any place that impacts the school's ability to maintain order and discipline

GENERAL INFORMATION – MIDDLE SCHOOL ONLY

Per the Commitment to Excellence Contract, students are to remain in class until their grade level dismissal time. Parents and guardians will be prompt when picking their children up from school, the After School Program (if applicable), and/or school-sponsored events. Families must pick their children up no later than 15 minutes after dismissal. Students who participate in the After School Program will be supervised on campus until 5:30 pm.

Students will remain in class until dismissal time. Upon their dismissal time, students have 15 minutes to be picked up or otherwise leave campus without penalty. Past 15 minutes, students remaining on campus without authorization to do so are considered to be loitering, which is a violation of student conduct and will be addressed accordingly.

IDENTIFICATION CARDS

Student identification cards will be issued to all students to be used for entrance into student activities. If lost, students will be expected to replace the identification card for a small materials fee in the main office.

LOCKERS

Hall lockers will be assigned to students prior to the beginning of the school year. Students must use a combination lock and provide the office with their combination code. In addition, the P.E. teacher will assign students a gym locker. Key locks are not recommended and may be cut off at the student's expense. For safety and security reasons, students **MUST NOT** share their combinations with anyone. Locks or lockers should not be switched without notifying administration. Students must keep both lockers neat and clean and learn their combinations as quickly as possible. Locker problems must be reported to the P.E. teacher or front office immediately.

STUDENT SUPPLIES

Each student in grades 6-8 will be given a school-issued, branded binder. Students are expected to come to class prepared with the school supplies needed to participate for their individual use.

PERSONAL CELL PHONES

Cell phones must remain out of the learning environment to ensure that students are focused on academics. We are a college preparatory school. We hold all scholars to high expectations and demand they dedicate 100% of their attention to their classroom and their teachers in order to develop their grade level skills and content mastery.

No school or employee will be held liable for lost or stolen property. A student shall not bring a cell phone to campus without expressed written permission from his /her parent or legal guardian. A parent may only give permission for their child to bring a cell phone to school for safety reasons.

If a parent makes a written request to have their student carry a cellular telephone to and from school for safety purposes, the student shall check the device in with his/her classroom teacher for the entire day. The student may check the telephone out at the end of the day. Lost or stolen cell phones are not the responsibility of the school.

A student who brings a cell phone to school without written permission from his/her parent will have the device confiscated and only returned to a parent or legal guardian. Any student who brings a cell phone into the learning environment and fails to check it in with his/her classroom teacher shall have the device confiscated, returned only to a parent or legal guardian and receive a consequence following the Discipline Matrix.

Items deemed a significant distraction to the learning environment may be confiscated on the spot. The classroom teacher has the authority to determine the severity of the distraction and execute the consequences as needed.

GENERAL INFORMATION – ALL SCHOLARS

CLOSED CAMPUS POLICY

All schools in the Fortune network are closed campuses. This means that students are to remain on campus once they have entered the school premises. Students are not permitted to leave school grounds without first clearing through the office. Only a parent or guardian listed on the Emergency Contacts (see student enrollment application) may sign the student out from school. Notes are not accepted. Parents/Guardians should be prepared to show their photo ID to the classroom teacher for the first 10 days of school, and should be prepared to show their ID to a substitute teacher if there is one present.

DAILY DISMISSAL

Per the Commitment to Excellence Contract, students are to remain in class until their grade level dismissal time. Parents and guardians will be prompt when picking their children up from school, the After School Program (if applicable), and/or school-sponsored events. Families must pick their children up no later than 15 minutes after dismissal. Students who participate in the After School Program will be supervised on campus until 5:45 pm. On the first occurrence of a late pick up, the parent/guardian will be required to meet with the Principal. On the second and subsequent occurrences of a late pick up, law enforcement or CPS will be notified if a student is not picked up on time from school, field lessons, or the After School Program.

TELEPHONE USE

Students may not use any school phone or staff cellular phone without permission from a staff member. Students will only be allowed to use the phone when deemed necessary by a staff member. A teacher or staff member must be present at the time of the call. At times, the teacher will dial the number for a student. Students who use a phone without permission from a teacher will be subject to appropriate consequences.

HUMAN RIGHTS POLICY

Our campus brings together a diverse group of individuals. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. It is the responsibility of every member of the school community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the school community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, expulsion.

HUMAN TRAFFICKING

Human trafficking is modern slavery. It involves exploiting a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both. Victims of human trafficking include men, women, boys, girls, and transgender individuals lured by the promise of a better life in the United States as well as adults and children who were born and raised in the United States. Few crimes are more abhorrent than child trafficking, and few crimes are more challenging for communities to recognize and address. For many people, the reality of trafficking in their community is difficult to comprehend, let alone confront. For educators and school personnel, the reality of these crimes and the severity of their impact are cause for a call to action. *Source: National Center on Safe, Supportive Learning Environments*

For more information, visit: <https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>.

MENTAL HEALTH SERVICES

Fortune School is committed to the health and well-being of all scholars. Mental health services are available at HBCP and can be accessed by communicating (verbally or in writing) with the School Principal, the Education Specialist, and/or the Mental Health Counselor. For mental health services across San Bernardino County, please contact the San Bernardino County Department of Behavioral Health at (888) 743-1478 or visit <http://wp.sbcounty.gov/dbh/mental-health-services/>.

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING

Each school in the Fortune network is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons free from harassment, intimidation or bullying.

“Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is severe, persistent, or pervasive so that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo’s, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or

physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Anyone found to violate the above policy, is in violation of the California Education Code (Section 48900.4) and will be subject to suspension or expulsion as identified in the Disciplinary Procedures section.

PLAGIARISM/CHEATING

Plagiarism occurs when a student uses another writer’s work without giving credit for the source. Plagiarism typically occurs in school situations in the following ways:

- A student uses the author’s words without using quote marks around the material.
- A student uses an electronic source (internet, television, lyrics) without citing the source.
- A student uses the author’s ideas or information without giving credit for the material (known in the academic world as “citing the source”).
- A student does both—uses the author’s words *and* ideas without citing the source.

Cheating can take many forms but always involves taking information from another student or individual.

Examples of cheating can include but are not limited to:

- taking answers on a test, homework, or quiz from another student or other source, with or without his/her knowledge;
- collaboration on assignments such as taking or sharing answers without teacher permission;
- obtaining test answers and/or questions from other students in advance of an exam;
- stealing test materials from a teacher’s belongings;
- falsifying grade reports or changing a grade book;
- taking pictures of an exam and forwarding the pictures to anyone;
- texting answers or questions to anyone.

Cheating can be accomplished by several means, including but not limited to: deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as “cheat sheets,” and threats to other students.

DISCIPLINARY PROCEDURES

Every school in the Fortune network has a Commitment to Excellence Contract that governs the relationships for the school, parents and students. The contract also includes language governing parent conduct on campus.

DUE PROCESS PROTECTIONS

Prior to student discipline, especially those involving suspension or expulsion or other limitation of fundamentally protected student rights, every student will have access to the maximum due process protections provided under the law, within the context of the circumstances. Students who are being considered for suspension and expulsion will be provided the specific due process protections provided below to safeguard the student’s interests within the situation.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded by an informal conference conducted by the principal or designee with the student and whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency situation exists or a parent/guardian is unresponsive. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

Notice to Parents/Guardians

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the

parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel

Only the Fortune School of Education Board of Directors, upon the recommendation of the expulsion panel, may expel a student. The governing board may expel any student found to have committed an expellable offense(s) set forth in the Student/Parent Handbook.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Written notice of the expulsion hearing shall be provided to the student and the student's parent(s)/guardian(s) at least ten (10) calendar days before the scheduled hearing date. The hearing shall be held within thirty (30) school days after the date of suspension. The hearing will be conducted by the expulsion panel. The charter school principal will make a recommendation to the expulsion panel. The expulsion panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a board member of the charter school's board of directors.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

Written Notice to Expel

The principal or designee following a decision of the charter school governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student;
- 2) Notice of the student's right to appeal the expulsion;
- 3) Notice of the student's or parent/guardian's obligation to inform any new district and/or new school in which the student seeks to enroll of the student's status with the charter school.

The principal, or designee, shall send written notice of the decision to expel to the student's district of residence and the county office of education. This notice shall include the following:

- 1) The student's name;
- 2) The specific offense committed by the student.

Upon a student's expulsion from the charter school, the parent(s)/guardian(s) of the student shall be responsible for seeking alternative educational programs, including, but not limited to, programs within the county or their district of residence. The Charter School shall work cooperatively with student's parent(s)/guardian(s) as requested by parent(s)/guardian(s) or by the school district of residence to assist with locating alternative placements during expulsion.

Appeal Rights

Following receipt of the notice of expulsion or suspension, the student shall have the right to appeal that decision to the full Fortune School of Education Board of Directors. The student shall have 10 days to present her/his intention to appeal the decision. Upon the appeal, the student shall have the right to a de novo review in front of the full governing board in closed session, including the full complement of due process rights available to the student during the initial hearing. The full governing board will then render a final decision regarding the student's appeal.

Disciplinary Records

The school shall maintain records of all student suspensions and expulsions. Such records shall be made available

for the district / county office's review upon request, but neither the district nor county office of education shall be involved in the disciplinary decision.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the governing board following a meeting with the principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The principal shall make a recommendation to the governing board following the meeting regarding his or her determination.

CALIFORNIA EDUCATIONAL CODE SECTION 48900

A pupil may be suspended from school or recommended for expulsion if the Principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to Education Code Section 48900.

Students are responsible for their actions and are expected to adhere to the Commitment to Excellence Contract and school rules and policies. If a student is in violation of a school rule or policy, a teacher or staff member will refer him/her to the appropriate administrator to determine the consequences based on the type and severity of the violation.

Corporal Punishment will not be permitted at any Fortune school. Any employee who engages in such action will be terminated immediately.

CONSEQUENCES FOR NOT ADHERING TO THE COMMITMENT TO EXCELLENCE CONTRACT OR SCHOOL RULES

We consider the totality of the circumstances and anticipate that students will make mistakes. Our desire is that students learn from those mistakes and grow to become responsible young adults who can make positive choices for themselves. Therefore, we will work with students to help them learn self-discipline by way of holding them accountable for their actions.

Minor Violations

- Students will receive progressive discipline in response to negative behavior. The first minor offense where the teacher needs to directly address the student will result in a consequence that includes the loss of a citizenship point.
- Student behavior will be tracked and will result in citizenship point being lost (e.g. loss of paycheck dollars, loss of behavior color, loss of Dojo point).

Repeated Violations

Students who fail to respond to teacher interventions to Minor Violations and do not correct their behavior should expect the following:

- Sent to the Porch
- Loss of further privileges, such as participation in activities, incentives or field lessons
- Parent-Teacher conference / Student Success Team Meeting
- Completion of a letter of apology, verbal apology, or reflection journal
- Reclassification as a Major Violation and Officer Referral

Major Violations

See Discipline Matrix.

THE PORCH

The "Porch" is one of the consequences for not adhering to expectations and the Commitment to Excellence Contract. The Porch means that the student must work in isolation in the classroom. Instead of sitting with the group, he/she sits apart from the other students. During their time on the Porch, students re-learn the

expectations of each member of the team, and the value of making good choices.

This consequence ends when the teacher(s) see improvement in student conduct (listening, following directions, respect for self and others, completion of all assigned work). Although, the student is on the Porch, he/she still receives all instruction and is expected to complete the same class work and homework, but the student works alone. Furthermore, a student on the Porch:

- Eats at a separate table or room at lunch and breakfast
- Must ask to go to the bathroom at a set time in the morning and afternoon
- Walks in the back of lines
- Loses other school privileges

Students on the Porch must ask permission from the teacher to enter and leave a classroom. This enables the teachers to more effectively monitor their actions and provide a re-focus at the beginning of every class period. Students on the Porch are excluded from certain field lessons and other school privileges.

There are two (2) reasons for the existence of the Porch. First, this reinforces the basic reward and consequence system of the school and life in general: good things happen when an individual makes the right choices and negative things happen when an individual makes poor choices. Second, the school places a high value on the concept of TEAM. Students are expected to contribute to the team of students and teachers by respecting others and doing their share of the work. The Porch is a consequence where all the benefits of the TEAM are taken away and thus, the student comes to value the advantages of being a member of the school's TEAM.

FIGHTING

The first time a student chooses to fight, the student will be immediately referred to an administrator and suspended from classes for a minimum of the remainder of the day and the next day. Consult the Discipline Matrix for the consequences of fighting and the escalation of those consequences. The following definition will be used to classify fighting: *Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.*

PROHIBITION OF SEXUAL HARASSMENT BY STUDENTS POLICY

Each school in the Fortune network desires to maintain an academic environment in which all students are treated with respect and dignity. Sexual harassment is specifically prohibited by state and federal law and instances of harassment may result in both civil and criminal liability on the part of the individual harasser. Sexual harassment's destructive impact wastes human potential, demoralizes students, and perpetuates the tendency to further unacceptable behavior. For these reasons, harassment against any student on the basis of sex is forbidden. The Board will not tolerate sexual harassment activity by any of its students.

Sexual Harassment: The unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature, wherever such harassment occurs on school property or at a school-sponsored event, that is aimed at coercing an unwilling person into a sexual relationship whether or not it involves physical contact; or that substantially interferes with a student's academic performance, or creates an intimidating, hostile, or offensive school environment. Examples of sexual harassment may include but are not limited to the following:

- a. Verbal harassment or abuse of a sexual nature;
- b. Subtle pressure for sexual activity;
- c. Repeated remarks to a person with sexual or demeaning implications (e.g., a person's body, clothes, or sexual activity);
- d. Unwelcome or inappropriate physical contact such as patting, pinching, or unnecessary touching;
- e. Suggesting or demanding sexual involvement accompanied by implied or explicit threats;
- f. Display of sexually suggestive objects, pictures, or written materials.

Compliant Process: Any student who alleges sexual harassment by another student should complain to the principal, or teacher. Filing of a complaint or otherwise reporting sexual harassment will not affect the student's status, extracurricular activities, grade or any other assignments. The complaint should be in writing, state the act or acts, state the date(s), state the names of witnesses, and be signed. The right of confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations and with the

necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, nature of the conduct and the context in which the alleged conduct occurred will be investigated.

Penalties: A substantiated charge against a student shall subject that student to disciplinary action consistent with California State Law for sexual harassment.

DISCIPLINE MATRIX

The purpose of this matrix is to ensure that our schools are a safe and orderly environment in which learning is not jeopardized by disruptions. Each teacher provides students with a clear set of classroom rules and expectations and will administer consequences for minor offenses within the classroom. A discipline referral will result if students do not correct classroom misbehavior. The following matrix contains consequences that shall be administered if classroom behavior is not corrected or more serious actions occur. The type of discipline will depend upon the student’s disciplinary background and the seriousness of the student’s action. The disciplinary action outlined below serves as the required disciplinary action to be taken by administration. The principal may not modify disciplinary action at his/her discretion. Other actions not listed will be reviewed on a case-by-case basis. Multiple or repetitive violations of behavior rules may result in suspension and/or expulsion. All documentation required under the Discipline Matrix will become part of the scholars’ disciplinary record.

A student may be suspended or expelled for prohibited misconduct as set forth in this Policy and the Discipline Matrix below, if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Discipline Matrix Key:

LD = Lunch Detention

***ISS = In-School Suspension**

***OSS = Out-of-School Suspension**

***CTE = Commitment to Excellence Contract**

***SST = Student Study Team**

***SS- Saturday School**

***WHBN = Work Hard, Be Nice (Middle School only)**

Level I Actions	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
Dress Code Violation, Clothes See reference guide following discipline matrix.	Office calls parent to provide change of clothes. Dress Code Violation Slip to be signed by parent and returned next day.	Office calls parent to provide change of clothes. Dress Code Violation Slip to be signed by parent and returned next day.	Office calls parent to provide change of clothes. Dress Code Violation Slip to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day)	Office calls parent to provide change of clothes. Dress Code Violation Slip to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day)	Office calls parent to provide change of clothes. Dress Code Violation Slip to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day)

			Middle School only: WHBN	Middle School only: WHBN	Middle School only: WHBN
Dress Code Violation, Other See reference guide following discipline matrix.	Dress Code Violation Slip to be signed by parent and returned next day. Confiscate item & return to parent (ONLY).	Dress Code Violation Slip to be signed by parent and returned next day. Confiscate item & return to parent (ONLY).	Dress Code Violation Slip to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day) Confiscate item & return to parent (ONLY). Middle School only: WHBN	Dress Code Violation Slip to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day) Confiscate item & return to parent (ONLY). Middle School only: WHBN	Dress Code Violation Slip to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day) Confiscate item & return to parent (ONLY). Middle School only: WHBN
Possession of Prohibited Item(s) See reference guide following discipline matrix.	Confiscate item. Return to parent. Behavior Referral to be signed by parent and returned next day.	Confiscate item. Return to parent. Behavior Referral to be signed by parent and returned next day. Parent Conference.	Confiscate item. Item will remain in the possession of the school until the end of the trimester or discarded, depending on item. School is not responsible for lost or stolen items. Parent Conference. LD (1 day). Loss of privileges (i.e. assemblies, etc.).	Confiscate item. Item will remain in the possession of the school until the end of the trimester or discarded, depending on item. School is not responsible for lost or stolen items. Parent Conference; inform parent that next offense is WHBN (Middle School only). LD (1-2 days).	Possible suspension for certain prohibited items (i.e., controlled substance, firearm, knife, explosive, or dangerous object). Middle School only: WHBN
Level 2 Actions	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
Disruptive Behavior, including Horseplay See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day. LD (1 day).	Behavior Referral to be signed by parent and returned next day. LD (2-3 days).	Behavior Referral to be signed by parent and returned next day.	Possible OSS suspension – (1 – 3 days) grades 4-12 only. Middle School only: WHBN (1-

	Parent called or emailed.	Parent Conference; re-sign CTE.	Parent Conference. Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior Loss of privileges (i.e. assemblies, etc.). Referral to SST.	SS (1-2 days) – grades K-3 only. ISS (1-2 days) – grades 4-12 only. Parent Conference; inform parent that next offense is possible suspension. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior Referral to SST.	4 days); recorded on student's permanent record.
Inappropriate/ Disrespectful Language and/or Material including Viewing and/or Sending Inappropriate Material from the Internet See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. Parent called or emailed.	Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1 day).	Behavior Referral to be signed by parent and returned next day. LD (1-2 days). Parent Conference. Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior. Loss of privileges (i.e. assemblies, etc.).	Behavior Referral to be signed by parent and returned next day. LD (1-3 days). Middle School only: WHBN (2 days). Parent Conference; inform parent that next offense is OSS. Referral to SST. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior.	OSS (1-2 days) recorded on student's permanent record (if student's conduct is an obscene act or student engages in habitual profanity or vulgarity).
Defiance See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day. ISS (1 day) –	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day.

	Parent called or emailed. LD (1 day).	Parent Conference; re-sign CTE. Loss of privileges (i.e. assemblies, etc.). Referral to SST. Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior LD (1-2 days).	grades 4-12 only. Parent Conference. Loss of privileges (i.e. assemblies, etc.). Referral to SST. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior LD (1-3 days)	ISS (3 days) – grades 4-12 only. Parent Conference. Loss of privileges (i.e. assemblies, etc.). Referral to SST. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior LD (1-4 days)	OSS (1-3 days) – grades 4-12 only. Referral to SST.
Level 3 Actions	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
Harassment/ Bullying/Hazing/ Extortion or Robbery See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. Parent called or emailed. Loss of privileges (i.e. assemblies, etc.).	Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. Written assignment on bullying. LD (1-2 days). Loss of privileges (i.e. assemblies, etc.). Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior	Behavior Referral to be signed by parent and returned next day. Parent Conference (both families). OSS (3-5 days). Referral to SST. Parent Conference. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior. Possible expulsion.	Expulsion.	

		Referral to SST.			
Affectionate Behavior/ Sexual Behavior* See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. Parent called or emailed. LD (1-3 days).	Behavior Referral to be signed by parent and returned next day. SS (2 – 3 days). Parent Conference. Loss of privileges (i.e. assemblies, etc.).	Behavior Referral to be signed by parent and returned next day. ISS (2-3 days) – grades 4-12 only (i.e., sexual assault/battery or obscene act). Parent Conference. Loss of privileges (i.e. assemblies, etc.). Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior Referral to SST.	Behavior Referral to be signed by parent and returned next day. Parent Conference. Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior. OSS (3-5 days) (i.e., sexual assault/battery or obscene act). Loss of privileges (i.e. assemblies, etc.). Referral to SST.	Expulsion
Cheating/ Plagiarism/Copying/ Forgery See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. LD (1 day). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Completion of alternative assignment for no credit.	Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1-2 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment.	Behavior Referral to be signed by parent and returned next day. LD (1-3 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference.	Behavior Referral to be signed by parent and returned next day. LD (1-4 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference.	Behavior Referral to be signed by parent and returned next day. LD (1-5 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference.

<p>Skipping Class(es), School, and/or Leaving Class without Permission</p> <p>See reference guide following discipline matrix.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent called or emailed.</p> <p>LD (1 day).</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>SS (1 – 2 days).</p> <p>LD (1-2 days).</p> <p>Parent Conference.</p> <p>Referral to SST.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>LD (1-3 days)</p> <p>Parent Conference; Re-sign CTE.</p>	<p>LD (1-4 days)</p> <p>SS (1-2 days)</p> <p>Referral to SART.</p>	<p>LD (1-5 days)</p> <p>SS (2-3 days)</p> <p>Referral to SARB.</p>
<p>Damage to Property (Vandalism)/ Stealing or Attempting to Steal/</p> <p>See reference guide following discipline matrix.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>Parent called or emailed.</p> <p>LD (1-5 days: clean/ repair property).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property.</p> <p>ISS (1 day) – grades 4-12 only.</p> <p>Possible Expulsion.</p>	<p>Parent Conference.</p> <p>ISS (1- 3 days) – grades 4-12 only.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property</p> <p>Referral to SST.</p> <p>Possible Expulsion.</p>	<p>Parent Conference.</p> <p>OSS (1-3 days) – grades 4-12 only.</p> <p>Loss of privileges (i.e. assemblies, etc.).</p> <p>In the case of a student who willfully damages or refuses to return private or school property, the parent will be liable for all damages and/or the return of the property</p> <p>Possible Expulsion.</p>	<p>Expulsion.</p>	
<p>Level 4 Actions</p>	<p>First Occurrence</p>	<p>Second Occurrence</p>	<p>Third Occurrence</p>	<p>Fourth Occurrence</p>	<p>Fifth Occurrence</p>

<p>Arson/Bomb Threats</p> <p>See reference guide following discipline matrix.</p>	<p>Expulsion.</p> <p>Law enforcement notified.</p>				
<p>Possession and/or Use of Controlled Substance/Alcohol or any Intoxicant</p> <p>See reference guide following discipline matrix.</p>	<p>OSS (5 days)</p> <p>Law Enforcement notified.</p> <p>Possible expulsion.</p> <p>Referral to SST.</p>	<p>Expulsion.</p> <p>Law enforcement notified.</p>			
<p>Possession and/or Use of Tobacco or Nicotine Products</p> <p>See reference guide following discipline matrix.</p>	<p>Confiscate item. Return to parent.</p> <p>Behavior Referral to be signed by parent and returned next day.</p>	<p>Parent Conference.</p> <p>ISS (1- 3 days).</p> <p>Loss of privileges (i.e. assemblies, etc.).</p>	<p>Parent Conference.</p> <p>Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior.</p> <p>OSS (1-3 days)</p>	<p>Parent Conference.</p> <p>Revisit Behavioral Contract and Behavioral Interventions to Address Misbehavior.</p> <p>OSS (3-5 days)</p> <p>Referral to SST.</p>	<p>Expulsion.</p>
<p>Selling a Controlled Substance</p> <p>See reference guide following discipline matrix.</p>	<p>Expulsion.</p> <p>Law enforcement notified.</p>				
<p>Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another</p> <p>See reference guide following discipline matrix.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>ISS (3 days).</p> <p>Parent Conference; re-sign CTE.</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>OSS (2-3 days).</p> <p>Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior</p>	<p>Behavior Referral to be signed by parent and returned next day.</p> <p>OSS (5 days)</p> <p>Revisit Behavior Contract and Behavioral Interventions to Address Misbehavior</p> <p>Referral to SST</p>	<p>Expulsion</p>	

		Referral to SST Parent Conference; inform parents that next offense will result in 5-day OSS.	Parent Conference; inform parents that next offense will result in expulsion.		
Assault/Battery upon any School Employee See reference guide following discipline matrix.	Expulsion. Law Enforcement Notified.				
Sexual Assault or Attempting to Commit Sexual Assault or Sexual Battery	OSS (3-5 days) Possible Expulsion. Law Enforcement Notified.	Expulsion. Law Enforcement Notified.			
Weapons: Possession of a Knife, Imitation Firearm or Other Dangerous Object See reference guide following discipline matrix.	OSS (3-5 days) Item confiscated Law Enforcement notified. Referral to SST.	Expulsion. Law Enforcement Notified.			
Weapons: Brandishing Knife at Another Person	Item confiscated Law Enforcement notified. Expulsion.				
Weapons: Possession of Firearm, or an Explosive See reference guide following discipline matrix.	Item confiscated. Law enforcement notified. Expulsion.				

Discipline Matrix Reference Guide

Description of Infractions

Affectionate/Sexual Behavior

1. *Sexual Harassment* - 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:
 - 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.
 - 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 educational institution.
2. *Sexual Behavior* - (obscene act, lewd behavior, indecent exposure) Sexual contact, including intercourse, without force or threat of force and where victim is capable of giving consent. Exposing an individual to lewd, sexual behavior, or actions.
3. *Sexual Battery* - (attempted or forcible penetration) Forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.

Arson/Bomb Threats

1. *Arson* - the willful and malicious burning of any part of a building or its contents
2. *Bomb threat* - any such communication(s) directed at a school employee which has the effect of interrupting the educational environment.

Assault/Battery including Staff Directed Assault

1. The intentional, unlawful threat by word or act to do violence to the person of another coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.

Damage to Property (Vandalism)/Stealing/Unauthorized entry of use of school facility

1. *Damage to Property* - destruction of and/or causing damage to personal and/or school property, which may include, but is not limited to electronic files and data bases.
2. *Stealing* - obtaining property by fraud; taking dishonestly and/or knowingly receiving stolen school property or private property.

Defiance

1. *Disrespectful Speech/Action* - lacking proper speech, discourteous, rude, non-verbal, disregard for authority, uncontrolled behavior, and negative performing of conduct.
2. *Failure to follow classroom rules* - misconduct dealing with the classroom rules as determined by the teacher while student is in said classroom.
3. *Insubordinate* - not submitting to authority; disobedient; failure to follow reasonable request by Fortune School employee; not telling the truth when requested by a Fortune School employee.
4. Staff directed profanity.

Disruptive Behavior

1. *Disruptive behavior*-Student behavior that hinders the teaching process, the learning process, the school's safety, climate, property, and well-being of others in the environment.
2. *Horseplay* – rowdy, rough, or boisterous play; play fighting.

Dress Code Violation (clothes)

1. Violations of the Fortune School “**Everyday**”; “**Dress**”; and/or “**Spirt**” uniform dress code requirements, as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

Dress Code Violation (other)

1. Violations of the other requirements of the Dress Code (i.e., jewelry, bracelets, piercings, make-up, etc.) as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

Controlled Substance and Alcohol (possession and/or use)

1. Controlled Substance – possession, use, or 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.

Controlled Substance and Alcohol (sale)

1. Unlawful *Sale of Controlled Substance* – any unlawful exchange of a controlled substance, as defined above, alcoholic beverage, or an intoxicant of any kind for money or currency or an exchange of services.

Fighting/Fight Instigation

1. *Fighting* - Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. *Fight instigation* - a person instigating, inciting, or encouraging a fight or confrontation between or among other individuals.

Harassment//Bullying/Extortion

1. *Harassment* – where a student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
2. *Bullying* – where a student engages in an act of bullying including, but not limited to, bullying committed by means of an electronic act. The following shall apply to bullying:
 - 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 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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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 Charter School.

- 2) “Electronic Act” means the creation or 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:
 - i. A message, text, sound, video, or image.
 - ii. 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 subparagraph (I) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) 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 subparagraph (I) 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.
 - iii. An act of cyber sexual bullying.
 - (a) 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 (i) to (iv), 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.
 - (b) 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.
 - 3) Notwithstanding subparagraphs (1) and (2) 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.
3. *Extortion* - Extortion is the obtaining of property or other consideration from another, with his or her consent, or the obtaining of an official act of a public officer, induced by a wrongful use of force or fear, or under color of official right.

Inappropriate/Disrespectful/Violent Language and/or Material

1. Indecent, lewd, extremely “dirty” language or material; disgustingly “filthy” language or materials, including, but not limited to, pictures, videos, paintings, internet websites, etc.
2. Profanity, foul language, or obscene material.

Plagiarism / Cheating

Plagiarism occurs when a student uses another writer’s work without giving credit for the source.

Plagiarism typically occurs in school situations in the following ways:

- A student uses the author’s words without using quote marks around the material.
- A student uses an electronic source (internet, TV, lyrics) without citing the source.
- A student uses the author’s ideas or information without giving credit for the material (known in the academic world as “citing the source”).
- A student does both—uses the author’s words *and* ideas without citing the source.

Cheating can take many forms but always involves taking information from another student or individual. Examples of cheating can include but are not limited to:

- taking answers on a test, homework, or quiz from another student or other source, with or without his/her knowledge;
- collaboration on assignments such as taking or sharing answers without teacher permission;
- obtaining test answers and/or questions from other students in advance of an exam;
- stealing test materials from a teacher's belongings;
- falsifying grade reports or changing a grade book;
- taking pictures of an exam and forwarding the pictures to anyone;
- texting answers or questions to anyone.

Cheating can be accomplished by several means, including but not limited to: deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as "cheat sheets," and threats to other students.

Prohibited Items

- Weapons or toy weapons
- Soda, high-sugar drinks
- Candy, gum or sunflower seeds
- Unhealthy snacks (Hot Cheetos, Takis)
- Electronic toys & gaming devices
- Cash in excess amounts
- Sunglasses; non-prescription glasses
- Baseball caps or "do" rags
- Alcohol, tobacco, or any illegal substance
- Toys, stuffed animals or dolls
- Fast food; Starbucks; every drinks
- Cellular telephones, smart or toy watches
- Vulgar/inappropriate stickers and logos
- Inappropriate magazines / books
- Denim clothing of any kind
- Permanent markers, compact mirrors

**Fortune School of Education, or its employees will not be held liable for lost or stolen property. If parents choose to have their student carry a cellular telephone to and from school for safety purposes, the students must check the phone in daily with their teacher. The student may check out the phone at the end of the day.*

Public Displays of Affection

Kissing	Holding Hands	Fondling
Cuddling	Inappropriate Touching	Rubbing/ Massaging
Caressing/ Stroking/ Petting	Sitting on each other's laps	Excessive Hugging

Weapons: Knives, Firearms, Explosives, or Other Destructive Device

Knife – means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Firearm – means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm or a rifle intended solely for sporting, recreational, or cultural purposes; any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; any Class-C common fireworks that are not included in the definition of weapon.

Destructive Device – means (a) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

STUDENT SEARCHES AND SEIZURES

Reasonable Suspicion

A personal search of a student may be conducted if there is reasonable suspicion of prohibited contraband. All personal searches should be conducted only by a school administrator. For example, students who are suspected to be in possession of contraband that is in violation of state or federal law may be searched. A reasonable suspicion is one based upon objective, observable facts. The scope or extent of the search must also be reasonably related to the reason for the search.

Student Searches

Searches of student backpacks, desks, and similar facilities may be conducted at the direction of the principal or his or her designee, at any time, based on reasonable suspicion, and with or without the consent of the student. Searches of outer garments such as jackets and coats, purses, wallets, book bags, backpacks, and similar items of personal property that are in a student's possession may be conducted in the same manner.

NOTICE OF PROHIBITION OF ALCOHOL, TOBACCO, AND OTHER DRUGS

We believe that involvement with, and/or use of controlled substances will seriously impair students' ability to achieve academically and to live healthy lives. Schools in the Fortune network will not tolerate the possession, use, or sale of alcohol, tobacco, or drugs on school campuses, at school-sponsored events, or while representing the school in any capacity in any location.

NOTIFICATION TO PARENTS/GUARDIANS – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE

Notice to Parents

At the beginning of each school year, in addition to the notice required for directory information, all Fortune Schools shall provide parents and eligible students with a notice of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
4. File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
5. Request that the School does not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;

Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purposes of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School or
5. Records that only contain information about the individual after he or she is no longer a student at the School.

Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Site Administrator. Within 45 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or made other arrangements for inspection and review of the requested records.

Copies of Education Records

The School will provide copies of requested documents within 10 business days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Record

If upon review, a parent of eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student's right of privacy, he or she may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The School will respond within a reasonable prompt period of time to the request. The School's response will be in writing and if the request for

amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of education record.

Hearing to Challenge Education Record

If the School denies a parent of eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy right of the student.

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing, notice of date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 20 days before the hearing.

The hearing will be conducted by the Fortune School of Education's President/CEO or his/her designee. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The President/CEO or his/her designee's decision will be based solely on the evidence presented at the hearing. Within 45 days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing the Fortune School of Education's President/CEO or designee determines that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, the School will amend the record accordingly and the parent or eligible student will be informed of the amendment in writing.

If, as a result of the hearing, the Fortune School of Education's President/CEO or designee decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the Fortune School of Education's designee, or both. If the Fortune School of Education's designee places a statement by the parent of eligible student in the education records of the student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose that statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

The school must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below and for directory information. With the exceptions listed below, the school will not release educational records to any person or entity outside of the Fortune network without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as a source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The school will only disclose personally identifiable information on the condition that the receiving parties not disclose the information to any party without the prior consent of the parent or eligible student and the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the school maintains the appropriate records, as described below. Except for the disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to the parents or eligible students, the school will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of

the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

The school will disclose education records, without consent, to the following parties:

1. Fortune School of Education employees who have legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll;
3. Certain government official listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection to a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the school in accordance with 20 U.S.C § 1232g(b)(1)(F); including Northwest Evaluation Association as it relates to student assessment;
6. Accrediting organization in order to carry out their accrediting functions;
7. Parents or a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals who have obtained lawful court order or subpoenas;
9. Persons who need to know if cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of crime of violence or non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the school with respect that that alleged crime or offense. The school may disclose the final results of the disciplinary proceeding, regardless of whether the school concluded a violation was committed.

Record Keeping Requirement

The school will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests form or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personal identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202

COMMITMENT TO EXCELLENCE CONTRACT

PARENT COMPACT

TEACHERS' COMMITMENT

We fully commit to Fortune School in the following ways:

- We will be prepared to teach and be in our classrooms every day by 7:15 a.m.
- We will maintain professional standards for appearance and a positive attitude.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will work collaboratively with fellow teachers, our Principal and all support staff.
- We will always make ourselves available to students and parents, and listen to any concerns they might have.
- We will always protect the safety, interests and rights of all individuals in the classroom.

Teacher Signature

Date

PARENTS'/GUARDIANS' COMMITMENT

We fully commit to Fortune School in the following ways:

- We will make sure our child is in the classroom every day by 7:45 a.m.
- We will make arrangements so our child can remain at Fortune School until his/her grade-level dismissal time.
- We will pick our child up on time upon dismissal from school.
- We will ensure that our child attends any required Fortune School after school, intersession and/or summer school sessions.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, read with him/her every night, and volunteer 40 hours of completely voluntary, approved family service.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to be absent, we will notify the school office as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our children to go on Fortune School field lessons.
- We will make sure our child wears the Fortune School uniform and follows the Fortune School dress code. Initial
- We understand that our child must follow the Fortune School rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
- We will always protect the safety, interests and rights of all individuals in the classroom.
- We will always use language that is appropriate for a professional and school environment and treat all members of the Fortune School community with respect. We acknowledge that failure to adhere to this commitment may result in parent/guardian being disallowed on campus.

Parent Signature

Date

STUDENT'S COMMITMENT

We fully commit to Fortune School in the following ways:

- I will be in my classroom and ready to learn every day by 7:45 a.m.
- I will remain at Fortune School until my grade-level dismissal time.
- I will attend any required Fortune School before/after school, intersession and/or summer school sessions.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teacher if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to my parents, my teacher, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teacher or Principal and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests and rights of all individuals in the classroom. This also means that I will always listen to all my Fortune School teammates and give everyone my respect.
- I will wear a Fortune School uniform and follow the Fortune School dress code.
- I am responsible for my own behavior, and I will follow my teacher's directions.
I understand that failure to adhere to these commitments can cause me to lose various Fortune School privileges.

Student Signature

Date

STUDENT-PARENT HANDBOOK ACKNOWLEDGEMENT OF RECEIPT

(Please tear out this page and return)

Student's Name: _____

Parent/Guardian's Name: _____

This Student-Parent Handbook has been prepared for your information and understanding of the school's policies, philosophies, practices and rules. **PLEASE READ IT CAREFULLY.** Upon completion of your review of this handbook, please sign the statement below and return it to your child's teacher by the due date below.

I have received and read a copy of the Student-Parent Handbook that outlines the school's goals, policies, rules and expectations.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Student-Parent Handbook provided to me. I understand this handbook is not intended to cover every situation that may arise during my or my child's enrollment, but is simply a general guide to the goals, policies, practices, benefits and expectations.

I also understand that this handbook is subject to revision by the administration without prior notice and at its sole discretion. However, I may expect to receive in a timely manner a copy of all such revisions. I also understand that this handbook supersedes all prior versions of a student-parent handbook that may have been issued.

Signature of Student

Date

Signature of Parent / Guardian

Date

**Please return to your child's teacher by
September 6, 2019**