

STEM Preparatory Elementary

FAMILY-STUDENT HANDBOOK

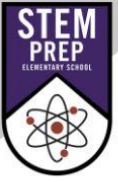
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STEM PREPARATORY ELEMENTARY SCHOOL

A STEM PREP SCHOOL | 1374 W. 35th Street, Los Angeles, CA 90007

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Dear Students and Families,

Welcome to the 2024-25 school year! I am Mrs. Gill Haver Holt and I am very grateful to be continuing as your Principal this school year. I have been a part of the STEM Prep family for the last eight years and in education for over 10 years. I have concentrated experience in teaching math and science and have studied educational technologies that enhance classroom experiences. During my tenure at STEM Prep schools, I have been able to coach 20+ teachers and support the rigorous academics in all of those classrooms. My favorite part of this role has been building relationships and rapport with our students. I am so proud to see them excel and grow into future STEM Professionals!

I am incredibly proud of the coalition we have built with our families and the community over that last couple of years. I am dedicated to developing and deepening our partnership with students, families, staff, and community members. We will be connecting with our SPES family throughout the year with many events including: Orientation, Back to School Night, monthly Coffee with the Principal, weekly Friday school meetings, STEM Events, Movie Nights, Fundraisers, School Site Council, ELAC, and family workshops!

STEM Prep Elementary is continuing its growth this year, serving students in TK-5th grades in the Jefferson Park community. STEM Prep Elementary is part of a small network of charter schools, STEM Preparatory Schools, with a mission to disrupt the status quo of inequitable access to high quality STEM pathways for women and minorities by cultivating a family of students and staff who solve problems through collaboration, innovation, passion, and perseverance. This mission aims to strengthen our community by closing the socio-economic, ethnic, and gender gaps in STEM fields, and our students serving as role models who exhibit scholarliness, advocacy, perseverance, and kindness. We believe this starts in the TK/Kindergarten classroom and is reflected within each of our classrooms TK-12.

This mission is accomplished by partnering with students, staff, families and the community. We value the input and support of all stakeholders in creating a place for our students to learn, grow, and meet their goals.

This handbook has been composed as a resource for students and families to refer to throughout the year. We want to ensure that our mission, values, expectations, and policies are accessible and clear. This helps us to create a safe, consistent, and equitable learning environment for all students at STEM Prep Elementary School.

I look forward to this opportunity to collaborate with each and every stakeholder as we venture into this school year! We will be here to support families as we continue to blossom as a school community. If you have any questions, please feel free to contact myself or the main office for support. We are here to assist you in any way that we can.

Sincerely,

Gilliane Haver Holt

Gilliane Haver Holt
School Principal



STEM Prep Schools, providing our students with high-quality STEM-Focused K-12 education

OFFICE: 323-998-0950 | FAX: 323-337-8323 | www.stem-prep.org



Welcome to STEM Prep Elementary!

Our Mission

The mission of STEM Prep Schools is
 ...to operate a small network of high performing schools, in a targeted area of Los Angeles
 ...and develop TK – 12th grade students into successful college graduates and professionals,
 ...through equal access and inspiration, rigorous curriculum, and a commitment to our Core Values.

Our Vision

The vision of STEM Prep Schools is to create a TK through college pipeline of individuals who will transform their community by closing the socio-economic, ethnic, and gender gaps in STEM fields, and serving as role models who exhibit scholarliness, advocacy, perseverance, and kindness.

Our Core Values



We Are Family

We build our legacy by caring for, learning from, and supporting each other.



We are Agents of Change

We disrupt the status quo by being daring, reflective, resourceful, and resilient.



We are STEM Thinkers

We solve problems through collaboration, innovation, passion, and perseverance.

We are Family	We are Agents of Change	We are STEM Thinkers
Working together	Growth Mindset	Perserverant
Considerate of others	Leave things better than we found them	Problem Solvers
We hold each other accountable	Work towards equity & advocate for each other and self	Brave, risk takers, courageous

School Wide Rules and Expectations

- Be Safe:** I am safe when I protect myself and others from getting hurt.
- Be Respectful:** I am respectful when I show myself and others that I care.
- Be Responsible:** I am responsible when I take ownership of my words and actions.

SPES is a school that utilizes Positive Behavioral Interventions and Supports, or PBIS. Students who embody the core values of STEM Prep and follow the school wide rules will be eligible for incentives and rewards throughout the school year, including – but not limited to – Spirit Dress Days, and other school-sponsored activities and events.



A Typical Day at STEM Prep Elementary

Bell Schedule

A typical week of instruction at STEM Prep Elementary School will follow the schedule below. There will be modified schedules from time-to-time. The school will communicate modified schedules in advance.



STEM PREP ELEMENTARY SCHOOL

1374 W. 35th Street, Los Angeles, CA 90007
 Tel.: 323-998-0950; Fax: 323-337-8323
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2024-2025 TK-5th Grade Bell Schedule				
Main Office Hours	Valet Drop-Off Window	Breakfast Served	Instructional Start Time	ThinkTogether Program Hours
7:30 AM - 4:00 PM	7:35 - 8:00 AM	7:35 - 7:55 AM	8:00 AM Tardy: 8:15 AM	Before School: 7:00 - 8:00 AM Regular Day: 3:00 - 5:50 PM Minimum Day: 1:00 - 5:50 PM

Regular Day (Mondays-Thursdays)				Minimum Day (Fridays & Parent/Guardian Teacher Conference Week)			
Grade	Outdoor Break	Outdoor Lunch (11:25 - 1:29)		Dismissal	Outdoor Brunch (10:50 - 12:54)		Dismissal
TK	8:30 - 9:00 AM 1:50-12:20 PM	Recess: 11:25 - 11:38	Lunch: 11:39 - 11:59	2:30 PM	Recess: 10:50 - 10:58	Brunch: 10:59-11:19	12:45 PM
Kinder	9:25 - 9:45 AM	Recess: 11:25 - 11:38	Lunch: 11:39 - 11:59	3:00 PM	Recess: 10:50 - 10:58	Brunch: 10:59-11:19	1:00 PM
1st	9:15-9:25 AM	Lunch: 11:30 - 11:50	Recess: 11:51 - 12:04		Brunch: 11:30 - 11:50	Recess: 11:51-11:59	
2nd	9:35-9:45 AM	Recess: 12:20 - 12:33	Lunch: 12:34 - 12:54		Recess: 11:40 - 11:48	Brunch: 11:49 - 12:09	
3rd	10:05 - 10:15 AM	Lunch: 12:10 - 12:30	Recess: 12:31 - 12:44		Brunch: 10:40 - 11:00	Recess: 11:01 - 11:09	
4th	10:00-10:10 AM	Recess: 12:55 - 1:08	Lunch: 1:09 - 1:29		Recess: 12:15 - 12:23	Brunch: 12:24 - 12:44	
5th	10:35 - 10:45 AM	Lunch: 1:00 - 1:20	Recess: 1:21 - 1:34	Brunch: 12:25 - 12:45	Recess: 12:46 - 12:54		

Revised: 7/10/24



Important Dates

Holidays and Pupil-Free Days (no school)

Labor Day: Monday, September 2

Pupil-Free Day: Friday, October 4th

Veteran's Day: Monday, November 11

Fall Break: Monday, November 25 - Friday, November 29

Winter Break: Monday, December 16 - Friday, January 1

Pupil-Free Days: Thursday, January 2 - Friday, January 3

MLK Jr. Day: Monday, January 20

President's Day: Monday, February 17

Pupil-Free Days: Monday, March 31 - Tuesday, April 1

Spring Break: Monday, April 14 - Friday, April 18

Memorial Day: Monday, May 26

Orientation

Thursday, July 18

Meet & Greet

August 8th 2pm-4pm

Back to School Night

Tuesday, August 27th, 5pm-7pm

Parent/Guardian Conferences (Early Dismissal Schedule → TK: 12:45PM; K-5: 1:00PM)

Monday, October 7 - Thursday, October 11 (all students)

Wednesday, March 5 and Thursday, March 6 (by appointment or request)

Testing Dates

Benchmark 1: September 9-13

Benchmark 2: K-2 and 3-5 ELA Jan.13-17 3-5 ELA Continued Jan 21-24; 3-5 Math February 18-28

Benchmark 3: 3-5 March 17-21; K-2 May 5th-9th

Summative ELPAC: 3-5 April 2-11; K-2 April 21-May 2nd

CAST: April 7th-11th (5th Grade Only)

CAASPP: May 12-May 23rd

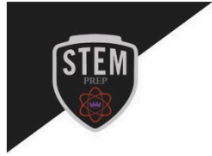
Physical Fitness Test (PFT): TBD (5th Grade Only)



School Calendar

STEM Prep 2024-25 Calendar

SPES



STEM Prep Schools School Year: August 12, 2024 to June 6, 2025

JULY							
Week	Mo	Tu	We	Th	Fr	Sa	Su
						1	2
	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				

7/4 Independence Day

7/22-7/26 New Staff PD

AUGUST							
Week	Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3	4
	5	6	7	8	9	10	11
1	12	13	14	15	16	17	18
2	19	20	21	22	23	24	25
3	26	27	28	29	30	31	

7/29-8/9 Summer PD & Planning

8/12 First Day of School!

8/30 ELOP Day

15 Instructional Days

SEPTEMBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
4	2	3	4	5	6	7	8
5	9	10	11	12	13	14	15
6	16	17	18	19	20	21	22
7	23	24	25	26	27	28	29
8	30						

9/2 Labor Day (Schools Closed)

20 Instructional Days

OCTOBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
8		1	2	3	4	5	6
9	7	8	9	10	11	12	13
10	14	15	16	17	18	19	20
11	21	22	23	24	25	26	27
12	28	29	30	31			

10/3 ELOP Day
10/4 Pupil Free Day (Schools Closed)

22 Instructional Days

NOVEMBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
12					1	2	3
13	4	5	6	7	8	9	10
14	11	12	13	14	15	16	17
15	18	19	20	21	22	23	24
	25	26	27	28	29	30	

11/11 Veteran's Day
11/22 ELOP Day
11/25-27 Fall Break
11/28-29 Thanksgiving

15 Instructional Days

DECEMBER							
Week	Mo	Tu	We	Th	Fr	Sa	Su
16							1
17	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					

12/13 ELOP Day
12/16-1/3 Winter Break

10 Instructional Days

January							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
						4	5
18	6	7	8	9	10	11	12
19	13	14	15	16	17	18	19
20	20	21	22	23	24	25	26
21	27	28	29	30	31		

12/16-1/3 Winter Break
1/2-1/3 Pupil Free Days
1/6 First Day of 2nd Semester
1/20 MLK Jr. Day (Schools Closed)

19 Instructional Days

February							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
							2
22	3	4	5	6	7	8	9
23	10	11	12	13	14	15	16
24	17	18	19	20	21	22	23
25	24	25	26	27	28		

2/14 ELOP Day
2/17 Presidents' Day (Schools Closed)

19 Instructional Days

MARCH							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
							2
26	3	4	5	6	7	8	9
27	10	11	12	13	14	15	16
28	17	18	19	20	21	22	23
29	24	25	26	27	28	29	30
30	31						

3/31-4/1 Pupil Free Days (Schools Closed)

20 Instructional Days

APRIL							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
		1	2	3	4	5	6
31	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
32	21	22	23	24	25	26	27
33	28	29	30				

3/31-4/1 Pupil Free Days (Schools Closed)

4/11 ELOP Day
4/14-18 Spring Break

16 Instructional Days

MAY							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
							2
34	5	6	7	8	9	10	11
35	12	13	14	15	16	17	18
36	19	20	21	22	23	24	25
37	26	27	28	29	30	31	

5/26 Memorial Day (Schools Closed)

JUNE							
Week	Mo	Tu	We	Th	Fr	Sa	Su
							1
38	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						

6/6 Last Day of School
6/19 Juneteenth - Holiday



Arrival and Dismissal

Arrival

Students should arrive **at or before 8am** each day. Arriving on-time to school is a critical need. Students start instruction at 8am. We have breakfast and regular school arrivals starting at 7:35am. For families who are interested, our ThinkTogether program will be expanding to include a morning program starting at 7am. *Students who wish to be dropped off earlier than 7:35am will need to be enrolled in that program.*

Families driving should use the drop-off valet lane in front of the school. For families driving to school, please adhere to the following rules:

- Right turn into the valet lane only (left turns are dangerous to students and staff)
- Wait for school staff to open car door
- Be courteous and respectful of all families and students

This is for the safety of our school community. Please use the [drop-off and pick-up procedures](#) map for guidance.

Families walking are advised to use our cross walk for safety and drop students off at our front gate. Our school team will greet students each morning and welcome them to school!

Dismissal

For dismissal, families will use same valet lane for pick-up. Please note Fridays have a minimum day schedule. Please refer to early release policy for more details.

For any safety concerns with the valet, please contact the main office and an administrator will follow-up with support. We appreciate everyone's support in a safe and efficient valet for our students.

All students must be picked up by a person listed on the emergency contact. If you need to update emergency contact information please contact the Main Office.

Grade Level	Drop-Off	Pick-Up
Transitional Kindergarten (TK)	7:35 am-8:00am	Monday-Thursday 2:30 pm Fridays: 12:45pm
Kindergarten-5th Grade	7:35 am-8:00am	Monday-Thursday 3:00 pm Fridays: 1:00pm

Visitors

Parents/guardians of current students are welcome to visit the school. All visitors must enter and sign-in at the Main Office. Parents/Guardians visiting classrooms are asked to observe without interfering with classroom instruction (e.g. please no asking questions of the teacher while they are instructing). We do kindly ask that you connect with either the classroom teacher or administration to arrange visits ahead of time.



All visitors to campus are subject to health and safety regulations. See COVID-19 section.

Meals

All students are provided with both breakfast and lunch during each school day. **Please note, breakfast is served before school from 7:35 am-8:00 am daily.** Lunch will be available during designated periods, based on grade level. Students participating in the After School Program will also be served supper.

We **do not** serve snack, but families are welcome to donate healthy snacks to their classrooms throughout the school year. Students are welcome to bring their personal snacks to eat during designated breaks.

Importance of Healthy Foods

STEM Prep is committed to the optimal development of every student. We believe that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes.

To support healthy food choices and improve student health and well-being, we encourage all foods and beverages brought onto campus, including for celebrations, are nutritious. Please only send your child to school with healthy snacks, beverages, and lunches. We highly discourage families from dropping off fast food for students. To encourage healthy choices, we do not allow soda, candy or gum in the lunch or play areas.

After School Program

STEM Prep partners with Think Together to provide structured after school academic and enrichment activities. Think Together's curriculum is focused on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment. The Afterschool program is provided each school day for about 3 hours. Students who wish to participate in the program will be required to stay the entire time and will be provided with supper.

Information on how to sign up for the afterschool program will be provided to those interested. Applications will be made available at the front office. Participation in the program is not guaranteed from previous enrollment. Each year families must sign-up again. Families are accepted on a first come, first serve basis.

Administrative Supervision

Supervision is provided for all school sponsored programs, activities, and meals during the instructional day. Unless otherwise noted for a specific school sponsored program or activity. On a regular-schedule day, supervision will begin at 7:35 AM and conclude at 3:00PM. On Fridays and Minimum Days, supervision will be from 7:35 AM to 1:00PM. To ensure the safety of our students, it is important that students do not arrive before their appropriate start time and that they leave promptly at the conclusion of their school day. Students who linger on or near campus without participation in the afterschool program will be asked to leave. School administration, staff, and family volunteers are available to help ensure our campus remains safe. Students are asked to follow all directions from supervisory staff and family volunteers for their safety.



Culture at STEM Prep Elementary

School-Wide Behavioral Expectations

School-wide Behavioral Expectations	Demonstration of Expectations
As a part of the STEM Prep family I am considerate of others.	<ul style="list-style-type: none">• I am consistently kind and can be trusted with responsibilities.• I take initiative in helping others and am inclusive of all.
As a STEM-Thinker I am perseverant and brave in solving problems.	<ul style="list-style-type: none">• I consistently persevere through challenges.• I encourage others to do the same.
As an Agent of Change I am working towards a more equitable future for everyone.	<ul style="list-style-type: none">• I actively pursue opportunities for growth and change.• I lead others toward an equitable future.

Discipline Policy

Our goal is to provide an atmosphere and learning environment that is safe, supportive, and nurturing for each student. All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and families about what is expected of our children. There are behavior expectations, which include no hitting, kicking, biting, scratching and/or fighting. Also, appropriate language must be used at all times. We want to foster an environment where respect is generated between students, teachers, and staff. Our school uses Positive Behavioral Interventions and Supports to help create a positive learning environment.

Rules and Expectations

- Be Safe
- Be Respectful
- Be Responsible

STEM Prep Elementary has developed a comprehensive student discipline policy; it will be maintained and implemented. The discipline policy will not be discriminatory, arbitrary, or capricious, and follows the general principles of due process. The due process will adhere to the policy and procedures described in the California Education Code. The school intends to follow all procedures of the Education Code related to student discipline. The policy adapts as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA. The school will follow STEM Prep as stated in the charter policy and the law regarding the discipline of special education students and will notify the appropriate LAUSD office responsible for student discipline proceedings if it expels any student whose home school is an LAUSD school. The school reviews the discipline policy with students and parents upon admission to the school and signing of the Family-Student Compact. By signing the Family-Student Compact, students and parents acknowledge their



understanding of and their responsibility toward the standards set forth in the Code of Conduct.

Student & Parent Synopsis of STEM Prep’s Student Incident Practices & Protocols

STEM Prep embraces the values of Restorative Practices in order to build community, promote a culture of care, and foster a sense of belonging to empower our students to close ethnic and gender gaps and serve as role models within the community. When conflict occurs in our community, we hold each other accountable by inviting responsibility, repairing harm, reconciling and reintegrating to maintain positive relationships.

Restorative Practices are always predicated on the basis of positive relationships. STEM Prep encourages teachers to build positive relationships with their students as it is the key to maintaining a positive, welcoming school environment. Then, when harm has occurred, Restorative Practices helps us to identify root causes of misbehavior and places responsibility on the harm doer to **understand the impact** of their behavior and take steps to **make things better** rather than simply punishing the behavior in the hopes that it won’t happen again. Research shows that behavioral interventions are most effective when students reflect on their mistakes and actively take responsibility through repairing the harm that they caused.

When students are not initially following the set expectations of the classroom, teachers should rely on restorative practices as the least intrusive and more relationship driven way to correct behavior, and pair it with a consequence that makes sense to harm that was done. Some examples of next steps in these cases would be:

Restorative Practices	Consequences
<ul style="list-style-type: none"> Engage the student(s) in Restorative Conversations Follow up with the student after class Full class restorative conversation or class circle Peace path with students (SPES) Have the student create an apology letter Provide student with reflection document 	<ul style="list-style-type: none"> Phone call home Phone call home where student talks to their parent about what happened Time owed back to teacher/class before school, during lunch/nutrition, or after school Move seats Cell phone check in system Classroom cleaning

At times, however, there will be instances when a pattern has emerged or a more serious action is taken by a student. In these cases the teacher and the school’s Restorative Practices Team (administrators and Restorative Justice Coordinator) will work together in ensuring that relationships are restored after harm is done and learning opportunities are provided to the student to help correct the behavior. Some examples of next steps in these cases would be:

Restorative Practices	Consequences
<ol style="list-style-type: none"> The Restorative Justice Coordinator will come to the classroom to escort the student to a different space 	<ul style="list-style-type: none"> Parent meeting with the student and the Restorative Justice Coordinator Parent meeting with the student and the



<ol style="list-style-type: none"> 2. The Restorative Justice Coordinator will help the student to calm and reflect 3. The Restorative Justice Coordinator will make the decision on: <ol style="list-style-type: none"> a. involving the administration team b. the timing for a restorative conversation c. who the participants in the restorative conversation should be d. consequences to be paired with the restorative conversation 4. The Restorative Justice Coordinator or admin will call home 	<p>Assistant Principal</p> <ul style="list-style-type: none"> ● Parent meeting with the student and the Principal ● Behavior contract ● Campus beautification ● Lunch reflection ● Loss of activities/extracurriculars ● Daily check ins with the Restorative Justice Coordinator at the beginning of the day
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When there is a serious escalation or a concern of physical harm, immediate steps must be taken on the part of the school and all [California Education Codes](#) must be followed to ensure the safety of all students. STEM Prep schools will employ “other means of correction” as opposed to suspension if believed to be effective in preventing further incidences. When this happens, a student will be provided with an Individualized Restorative Plan that outlines the restorative supports the student will engage in, how the student will repair the harm, and the disciplinary actions the school will pair with the restorative practices. The Restorative Practices team will hold a meeting to share the plan with the student and their parent/guardian. Some example next steps for incidents that may be suspendable would be:

Restorative Practices	Consequences
<ul style="list-style-type: none"> ● Reflection time ● Individual counseling referral ● Group counseling referral ● Daily check ins with school counselor ● Daily check ins with the Restorative Justice Coordinator ● Referral to external learning opportunities (sex education, drug awareness, etc.) ● Apology Letter ● Community service ● Completion of a reflection form ● School Beautification ● Project based assignment ● Peace Path ● Individual restorative circle ● Small group restorative circle ● Fundraising ● Other: _____ 	<ul style="list-style-type: none"> ● Student escort ● Direct student supervision during lunch & nutrition ● Student searches ● Loss of activities/extracurriculars ● Schedule change ● Saturday school ● Structured days ● Behavior Contract ● Parent shadowing ● Reassignment



If, and only if, all other means of correction have been exhausted and the behavior persists OR if the behavior falls into ED Code [Section 48915 \(c\)](#), then the school may proceed with a suspension or expulsion.

Restorative Practices

At STEM Prep Elementary we believe in Restorative Practices, a philosophy and approach to discipline that moves away from punishment and instead works on restoring a sense of harmony and well-being for all those affected by a hurtful act. We will use Restorative Practices as a framework for building community and for responding to challenging behavior through authentic dialogue, coming to an understanding, and making things right. Essentially, Restorative Practices will allow us to

- Build community and relationships between students, staff, and families
- Provide ways to effectively address behavior and other complex school issues.
- Offer a supportive environment that can improve learning, as well as socio-emotional learning
- Improve safety by preventing future harm.
- Offer alternatives to suspension and expulsion.

What is Restorative Practice?

Restorative Practice is guided by an ethic of care and justice. Restorative Practice is an approach to build community, promote a culture of care, foster a sense of belonging, and invite responsibility and provide accountability, reparation, reconciliation and reintegration where harm has occurred.

- **Accountability** - Restorative Practice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.
- **Community** - safety Restorative Practice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- **Competency Development** - Restorative Practice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

Bullying/Harassment

STEM Prep Elementary takes a proactive stance when addressing bullying of any form such as cyberbullying and verbal bullying. We believe that every student has the right to attend school without fear of threat or intimidation by other students. Bullying is unwanted, aggressive behavior that take the form of verbal or written taunts, threats or intimidation that involves a real or perceived power imbalance. Bullying is repeated consistently, or has the potential to be repeated over time. Students who experience threats, harassment/bullying by a student(s) or an adult in school or on the way to or from school, are expected to report these incidents to a School Counselor, Restorative Justice Coordinator, and/or school administrator. Students who witness or have knowledge of another student's mistreatment are asked to report this to a School Counselor, Restorative Justice Coordinator, and/or school administrator. Students may report the incident verbally or in writing. Retaliation against a person, who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying is prohibited. A person who retaliates will be subject to disciplinary consequences.

Preventing Bullying at School: STEM Prep Elementary has a bullying prevention program that teaches four components in all three tiers of support:

1. Stand up for someone who is bullied: In a strong voice, ask the bully to "Stop!"



2. Don't leave anyone out.
3. Ask your teacher and parent for help.
4. Everyone has the right to feel safe at school.

STEM Prep Elementary will work with families to ensure safety on campus for all students. We will be continuing our work with family workshops and provide ongoing Social Emotional classroom lessons designed to teach students: bully prevention, respect, acceptance, and kindness. More extensive counseling support is offered to students that are affected by bullying-being bullied or doing the bullying.

Positive Behavioral Interventions and Supports

What is PBIS? Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Elements of PBIS at SPES:

- Common rules, language, and expectations throughout the school
- Weekly community building circles
- Cool Down spaces in all classrooms
- Incentives for individuals, classrooms, and school
- Positive communication via phone, ClassDojo, and email
- School culture building events and assemblies
- Core Value Cards: We are Family, We are STEM Thinkers, We are Agents of change
- PBIS Committee
- Mentorship opportunities
- Counseling supports
- Restorative Circles & family meetings

Dress Code

Students at STEM Prep Elementary adhere to a school dress code. There is no required uniform, however STEM Prep polos and T-shirts are available for sale.

The following clothing items are **expressly prohibited** for all students in order to model a STEM professional setting:

- Any clothing that does not properly cover the body (i.e. spaghetti straps, midriffs, exposed undergarments)
- Pants with excessive rips unless worn with tights underneath
- Articles with inappropriate images, or words
- Open toed shoes or high heels

The use of crocs, open back (e.g. sandals, slides), or open-toed shoes are prohibited for student safety. All students participate in daily physical education and need to wear appropriate footwear. Students not in dress code compliance will have a phone call home to update family and provide student with dress code compliant clothing/footwear.



Academic Integrity

Students at STEM Prep Elementary pledge to be honest with their efforts in the classroom. If a student demonstrates a lack of academic integrity they will be referred to the administration, parents/guardians will be notified, and there will be an appropriate consequence. The student will still be responsible for completion of an alternate version of the assignment or test, at the discretion of the administration and the teacher.

Cheating is one act of academic dishonesty; it includes, but is not limited to, the following list:

- Copying someone else's work
- Allowing someone else to copy your work
- Checking your answers with a classmate during a test
- Using materials that the teacher has not explicitly allowed during an assignment, quiz, or assessment.
- Plagiarism

Plagiarizing is when you take someone else's published work, words, or ideas and present them as your own. This includes formally published work as well as work other students have written. Often incidents of plagiarism happen not as a result of malicious intent on the part of the student, but from students not understanding what plagiarism is or how to avoid. You can avoid plagiarism by summarizing ideas in your own words, by paraphrasing and citing an author, or by quoting and referencing the author.

Parent/Guardian and Family Involvement

STEM Prep Elementary values the role of families in their child's educational journey and welcomes their active involvement in their education.

The school believes:

- Families are partners and are encouraged to take an active and meaningful role to ensure the success of the school.
- Families must be meaningfully and actively engaged in their child's education and responsible for supporting their child's learning at home.
- Families are encouraged to support the goals of the school through their voice and through volunteering throughout the year.
- Families are encouraged to attend Family Workshops and events throughout the year.

Meaningful parent/guardian and family involvement is a critical dimension of effective schooling and improves student achievement. Research has shown that active and consistent parent/guardian and family involvement leads to student success

Family-School Compact

The school firmly believes that all students can and will achieve at high levels when administrators, teachers, staff and families work in collaboration with each other. As stated in the Family-School Compact, each partner accepts responsibility for the successful education and college preparation of each student. This document is part of each student's enrollment packet and is explained to all new families during orientation. New and continuing parents and



students are asked to sign the compact at the beginning of each school year.

Tips to Help Your Student Succeed

1. Ensure that your student arrives at school on time each day. Attendance is a key factor in student success!
2. Encourage your student to be an active and responsible learner who completes and turns in assignments during class.
3. Encourage your student to ask questions and to seek support when needed.
4. Engage with school communication systems. We will regularly update families on ClassDojo, text message, email, and via fliers!
5. Consistently check your student's academic progress online at stem.powerschool.com (see page 17 for more info.)
6. If your student is struggling with their school work or needs help, speak with your student's teacher, counselor, and/or administrator to make a plan together!
7. Help your student establish a regular time and place to study and to complete their home practice and school projects.
8. Talk to your student about what is happening at school and what they are learning. Ask them questions about their day.
9. Encourage your student to read for pleasure by modeling reading or reading out loud to them. Encourage students to limit screen time.
10. Attend all scheduled parent/guardian-teacher conferences, school activities and family educational workshops.

Volunteering

There are a number of ways parents/guardians can volunteer and demonstrate their commitment to STEM Prep.

Possible volunteer activities include, but are not limited to:

- Office support
- Fundraising activities
- Field trip chaperone
- Assistance with school-sponsored events
- Take-home assignments
- Participation in the School Site Council (SSC)
- Participation in the English Learner Advisory Committee (ELAC)
- Coffee with the Principal
- Campus beautification projects
- Participation in Family Workshops

We truly appreciate your participation as a parent volunteer, and we will make every attempt to match your interests and skills with projects or tasks with which you are comfortable.

Parent/Guardian Conferences

Parent/Guardian Conferences are scheduled two times a year. The first conferences in October, are required for all students. The second set of conferences in March are by appointment and request only. At these events, parents/guardians have the opportunity to meet with their child's teachers or the entire instructional team to discuss



progress and areas students need to strengthen. We encourage students to attend and actively participate in the conferences. During these weeks there will be a revised schedule with minimum days (K-5: 1:00 pm dismissal; TK: 12:45 pm dismissal).

Teachers are available for parent/guardian conferences by appointment, as well throughout the school year. If you have concerns regarding your child's grades, please contact the classroom teacher to arrange. Conferences can be in-person, via phone, or Zoom.

Parent/Guardian Rights

Parents/Guardians are guaranteed certain rights within the STEM Prep Elementary campus. Parents/Guardians have the right to:

- Work in partnership with the school to help their child succeed
- Observe the classroom(s) in which their child is enrolled or will be enrolled.
- Meet with their child's teacher(s) and the Principal.
- Volunteer under the supervision of school employees
- Be notified if their child is absent from school without permission.
- Receive results of their child's performance on standardized and statewide tests and information on the performance of the school.
- Have a school environment for their child that is safe and conducive for learning.
- Examine curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise.
- Have access to the school records of their child and question anything that they feel is inaccurate, misleading, or is in violation of the student's privacy.
- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- Participate as a member of the school advisory committee, school site council, or site-based management leadership group in accordance with any rules and regulations governing membership in these groups.

School-Wide Policies, Procedures, and Resources

Attendance Policy

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. The STEM Prep Elementary attendance policy expects students to attend class regularly and on time; assignments and tests missed due to school-related activities or illness must be promptly made-up; truancy is unacceptable; other absences approved by the parent/guardian should be minimized or avoided whenever possible. **The state of California defines truant as a student missing more than 30 minutes of instruction 3 times during the school year without an excuse** (see below for list of acceptable excused absences).



Absences

STEM Prep Elementary strives to achieve a 100% attendance rate each month and for the year, students with unexcused absences or excessive absences will require parents/guardians to attend a meeting with an administrator to discuss a plan to support student attendance. Attendance is a major factor in student success. Each day students are building on their knowledge and being exposed to new content. We will be celebrating student attendance with monthly and semester recognition!

Notification of Absence

Families should call or email ahead of the absence to provide a reason for their student's absence. The office team will call or message home within the first three hours of the start of the instructional day to inform parents/guardians when a student is not present at school.

Procedure for Clearing Absences

When a student returns to school after being absent, they must provide the STEM Prep Elementary Main Office with a dated note from a parent/guardian explaining the reason for the absence and the duration. **Absences longer than three consecutive days due to illness require a doctor's note to excuse the absence.** A student may not participate in any afterschool extracurricular activity if they are absent from school on the day of the activity.

Excused Absences

The following absences are those that are recognized by the State of California as legal excused absences:

- If a student is personally ill, and their attendance in school would endanger their health or the health of others
- Serious illness or death in the student's immediate family necessitates absence
- Special/recognized religious holiday observed by student's faith
- A required appearance in a court of law
- School-related absences, including – but not limited to – field trips, office appointments, suspension, academic events, etc.

Unexcused Absences

The following absences are unexcused absences and subject to consequences outlined in the Attendance Policy included above:

- Unverified absence or Truancy
- Tardy of fifteen minutes or more
- Absence due to taking an early vacation or extending a vacation
- All absences that do not fall under the “Excused Absences” listed above

Long-Term Absences

Long-term absences pose a special challenge to learning. Class participation and group projects are vital components of the educational program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the Main Office with an estimate of how long the student will be absent. Families should provide the office with a week's notice whenever possible to be able to provide materials for students. Periodic updates would be appreciated. Faculty and staff will work on a case-by-case basis with parents/guardians to help keep a student who is on a long-term absence from falling behind with an independent study plan. The student and their family must



obtain a long-term absence study contract from teachers if they leave the school for an extended period. Upon return from a long-term absence, the student must submit completed work.

Make-Up Assignments

Students must make up all assignments, tests, and quizzes upon returning to school. Students should always try to get their assignment(s) by reaching out to their classroom teacher while they are absent to prevent them from falling behind. Upon returning to school, it is the student and family's responsibility to submit missing assignments or reschedule an assessment. Families should provide teachers with adequate notice to prepare make-up assignments.

Tardy Policy

Students are expected to be at school by their assigned start time. Students will be marked tardy if they arrive 15 minutes after the start time. Students who are tardy must report to the Main Office for an entrance slip to class. A tardy may be excused only with a valid written verification from a parent/guardian upon the student's arrival to school or if a parent accompanies his/her child into the school building to sign him/her in with a valid excuse.

Students with habitual tardiness will require parents/guardians to attend a meeting with an administrator to discuss a plan to have the student arrive on time to school.

Early Release

Students are expected to be at school for the entire school day. For rare instances when a student needs to be picked up early from school, please ensure the student is picked up before the last 15 minutes of the school day. **Students will not be released from class early in the last 15 minutes unless it is an emergency.** This is to ensure that classrooms have limited disruptions and that dismissal procedures are able to occur efficiently.

Grading Policy

STEM Prep uses standards based grading, where each grade entry is based on a learning target, not a specific assignment or assessment. All learning targets are graded on a 4-point scale: 4 aligns to exceeding standards, 3 is meeting standards, 2 is near standard, and 1 is below standard. STEM Prep uses a continuous learning framework to evaluate student work, where students earn final grades based on their summative assessments in their classes. If a student is not satisfied with their grade they may reassess to replace their grade, after reteaching and extra practice has been completed.

Academic Grades

STEM Prep students may earn passing letter grades of "A", "B", and "C." STEM Prep does not issue the letter grade of "D," since colleges and universities do not accept "Ds" for college admission. Students who do not demonstrate proficiency in a course will earn an "NP" (Not Passing) and may be at risk of not being promoted to the next grade.

Grading Periods, Progress Reports, and Final Report Cards

The school year at STEM Prep is divided into two semesters. The table below provides dates for the start and end of each semester. Progress reports and report cards will be mailed home at the end of each semester.



2024-2025	Semester 1	Semester 2
Term	August 12, 2024-December 13, 2024	January 6, 2025 - June 6, 2025
Progress Report	Every 5 Weeks	Every 5 Weeks
Final Report Card	December 17, 2024	June 10, 2025

PowerSchool – Keeping Track Of My Child’s Progress

Parents/Guardians can follow their student’s progress online. Parents/Guardians can access the PowerSchool parent portal to check their student’s attendance and current grades broken down by learning target. Parents/Guardians can also use PowerSchool to email teachers directly. Parents/Guardians can also visit the Main Office to access the PowerSchool website on campus.

PowerSchool Parent and Student Portal

To access student's information online, parents/guardians and students will need the following account information:

1. The PowerSchool website address: stem.powerschool.com
2. School-issued username
3. School-issued password

Once families have signed up online, there is a Powerschool app that can be downloaded to your smart phone. If a parent/guardian or student misplaces their PowerSchool account information, they may contact the Main Office. Powerschool information is also located on each progress report.

Retention / Promotion Policy

STEM Prep Elementary expects students to progress through each grade level within one school year. The progression of grade levels are:

For Transitional Kindergarten (TK)-5th Grade:

TK	K	1	2	3	4	5
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To accomplish this, instruction will accommodate the variety of ways students learn and include strategies for addressing academic needs using a multi-tiered system approach. In our first tier, all students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement for each grade level. Students who are struggling can/will receive academic support through our Student Support and Progress Team.

As early as possible in the school year, the Principal or designee shall identify students who are at risk of being retained. Retention is a rare intervention and only will occur in accordance with the following criteria:

- Failure in two or more core academic classes (math, ELA, STEM, ELD)
- Chronically absent
- Scoring below grade level on reading assessments (DIBELS)



- Below proficiency on California standardized assessments
- Below grade level on benchmark assessments

Students who are at risk of retention will have a minimum of three (3) Student Support and Progress Team (SSPT) meetings prior to the formal recommendation for retention. The Principal or designee will notify the student's parent or guardian prior to the end of third quarter if the student is at risk of retention. Upon the conclusion of the school year, the Principal, in consultation with the student's teacher(s) and parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the Chief Academic Officer.

Retention of students with disabilities will be determined on an individual case-by-case basis and will be addressed through the IEP process. Retention of students designated as English Language Learners will take into consideration the language acquisition level of the student and the impact this has on their grade level proficiency. Retention of ELs will be determined on an individual case-by-case basis.

School-Home Communication

Contacting Teachers, Counselors and Administrators

If you would like to talk to a teacher, counselor, or administrator you may call the office to set up an appointment, connect on ClassDojo, or email them directly. If you have a concern you can fill out a Parent/Guardian Concern Form located on our website or in the main office.

School Correspondence

School bulletins, calendars, flyers and letters from the office are sent home with students and by mail on a regular basis. Staff members and/or parent volunteers may call home to inform parents of school events and to discuss specific issues regarding individual students. Please ask your child or check your child's backpack for school correspondence in order to keep track of what is happening at school.

Phone / Text / Email Blasts

The school uses an automated system that can email, call, or text to remind parents/guardians of schedule changes, holidays, or other important announcements. Please make sure that you provide the office with the phone number and email that is best for receiving such messages. Should you wish to change this contact number during the school year, please let the office know.

We also utilize a communication online platform, ClassDojo. This free platform can be downloaded to your phone and is an easy way to communicate with SPES staff! Teachers will be posting pictures and updating parents/guardians on classroom activities throughout the year!

Change of Contact Information

Parents/guardians will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year, it is the responsibility of each parent/guardian to provide the Main Office with this new information. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent/guardian.



Messages and Deliveries to Students

Students may not use the school telephones without authorization from the office staff and/or administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages and/or items to students during the instructional periods.

Classroom Birthdays and Celebrations

Parents/guardians must notify the office and classroom teacher at least one day prior of any birthdays and/or other classroom celebrations. Celebrations will occur in the classroom during the last 15 minutes of the school day or during lunch. To encourage healthy habits, please consider celebrating with fun activities or healthy snack options. Some ideas include:

- Special show and tell
- Dance Party to student's favorite songs
- Fruit Kabobs or smoothies
- Berries with low-fat whipped cream
- Applesauce or fruit cups
- Raw veggies with hummus
- Apple Slices with caramel dip
- Whole grain tortilla chips with salsa

Birthday celebrations should be inclusive to all students in a classroom. Check in with the classroom teacher about class size and any dietary restrictions. Birthday celebrations are limited to one food item and a drink (i.e. one capri sun and one cupcake **or** one slice of pizza and a milk). Celebration materials should be dropped off at the main office.

On-Campus Services

Students in need of health services during class time must obtain permission from their teacher to report directly to the Main Office where a staff member will assess the student's needs and take appropriate action to address them.

Non-Prescription Drug Policy

School employees may not distribute any non-prescription medication. Students may not carry, consume, or distribute any non-prescription medication for pain relief – or for any other reason – to anyone. Prescription medication can only be administered by our school nurse or front office manager with a doctor's note. If a student needs non-prescription medication, it must be consumed before arriving to school or after leaving school grounds.

Counseling Services

Counselors are available at STEM Prep Elementary to provide support to students and parents/guardians regarding academic achievement, college and career development, and personal/social development. Counselors may meet with students during classroom guidance lessons, workshops, individual, and group counseling sessions. The relationship between a student and his/her counselor carries communication privileges and rights to confidentiality. Any information shared by your student will be kept confidential. If a student divulges information that should be shared with parents/guardians, the counselors will encourage them to do so or request permission to discuss the matter with a parent/guardian. There are also several situations in which the counselors are required by law to share details of a counseling session with the appropriate authorities. These situations include:

- If a student reports neglect, physical, or sexual abuse of a child or someone who cannot otherwise protect



themselves

- If an individual threatens to harm himself/herself or others
- If records are subpoenaed by the courts for purposes of litigation
- If parent/guardian grants permission to release records to another professional

Personal Property

Students are responsible for bringing items to school and must watch their belongings carefully. The school is not responsible for any loss or damage to personal items. It is best for items that are not related to the instructional program (i.e. cell phones, toys, skateboards, iPods, tablets, etc.) to be left at home.

Cellular Phones

Students are not allowed to use cellular phones in school. If you want your child to carry a cellular phone to school for emergency purposes, the device must be put away in a backpack with the volume off while on campus.

Students may not call or text on their personal phones for a parent/guardian to pick them up during the instructional day for any reason other than a school emergency. Students who do not follow this rule may have their phones confiscated. Only a parent/guardian may collect any item confiscated from a student. Parents/guardians who need to contact their child during the day must contact the Main Office.

Skateboards, Bicycles, and Scooters

Students may ride a skateboard, bicycle, or scooter to school. Students should wear a helmet if they ride to school. Upon arriving on campus, students must store their skateboard, bicycle, or scooter in a designated storage area. Students may not ride their skateboard, bike, or scooter during the school day or on school grounds. Skateboards, bicycles, and scooters may not have any inappropriate content on them. Students who do not adhere to these conditions may have their skateboard, bicycle, or scooter confiscated. Only the parent/guardian may retrieve the confiscated item.

Lost-and-Found

A lost-and-found storage area is located at the front of the school. Students who have lost clothing, keys, etc. should check in the Lost and Found to see if the items have been turned in. At the end of each month, unclaimed clothing items may be donated to a local charity organization. We encourage families to write the names of their student on tags to help return lost items.

Textbooks, Educational Materials, and Technology

School purchased educational materials will be used in each classroom. Please encourage students to properly use school materials to ensure they are well cared for. Students and their families may incur charges for materials that are lost, defaced, or damaged while under their care. The school is not responsible for stolen, lost, or damaged books. Students should report lost materials immediately. A replacement fee may be charged and must be paid by the end of each semester. Students who withdraw or transfer from STEM Prep to another school must return all school materials, books, and equipment before any transfer records will be released. Fines may only be paid by cash or by money order. Personal checks will not be accepted.



Technology and Internet Usage

Acceptable Uses of the Computer or the Internet

Internet accounts and computers/technology devices provided by STEM Prep must be used only for school purposes. Students may not use the Internet or school computers/technology for personal use or entertainment purposes. If a student is uncertain about whether a particular use of the computer network or the Internet is appropriate, he or she should consult a teacher or supervisor.

Unacceptable Uses of the Computer or the Internet

The following uses of the account provided by STEM Prep are unacceptable:

- Uses that violate any state or federal law or municipal ordinance are unacceptable. Unacceptable uses include, but are not limited to the following:
 - Selling or purchasing any illegal substance
 - Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law
 - Transmitting or downloading confidential information or copyrighted materials.
- Uses that involve the accessing, transmitting or downloading of inappropriate matters on the Internet, as determined by the school board, local educational agency, or other related authority
- Uses that involve obtaining and or using anonymous email sites.
- Uses that cause harm to others or damage to their property are unacceptable. Unacceptable uses include, but are not limited to the following:
 - Deleting, copying, modifying, or forging other users' emails, files, or data
 - Accessing another User's email without their permission, and as a result of that access, reading or forwarding the other User's emails or files without that User's permission
 - Damaging computer equipment, files, data, or the network
 - Using profane, abusive, or impolite language;
 - Disguising one's identity, impersonating other users, or sending anonymous e-mail messages
 - Threatening, harassing, or making defamatory or false statements about others
 - Accessing, transmitting, or downloading offensive, harassing, or disparaging materials
 - Accessing, transmitting or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance
 - Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
 - Using any school computer to pursue "hacking," internal or external to STEM Prep, or attempting to access information that is protected by privacy laws
- Uses that jeopardize access or lead to unauthorized access into accounts or other computer networks are unacceptable. Unacceptable uses include, but are not limited to the following:
 - Using other users' account passwords or identifiers
 - Disclosing one's account password to other users or allowing other users to use one's accounts
 - Getting unauthorized access into other users' accounts or other computer networks
 - Interfering with other users' ability to access their accounts.
- Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:
 - Selling or buying anything over the Internet for personal financial gain



- Using the Internet for advertising, promotion, or financial gain
- Conducting for-profit business activities and engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes

Internet Safety

- In compliance with the Children's Internet Protection Act ("CIPA"), STEM Prep will implement filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by the School District. [Note: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that STEM Prep determine which words or concepts are objectionable.] However, no software is foolproof, and there is still a risk an Internet user may be exposed to a site containing such materials. An account user who incidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately.
- In compliance with CIPA, STEM Prep and its representatives will implement a mechanism to monitor all minors' on-line activities, including website browsing, email use, chat room participation and other forms of electronic communications. Such a mechanism may lead to discovery a user has violated or may be violating this Policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the Internet, as determined by the school board, local educational agency or other related authority. STEM Prep reserves the right to monitor other users' (e.g., employees, students 17 years or older) online activities, and to access, review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary.
- If a student under the age of eighteen accesses his/her STEM Prep account or the Internet outside of school, a parent or legal guardian must supervise the student's use of the account or Internet at all times and is completely responsible for monitoring the use. Filtering and/or blocking software may or may not be employed to screen home access to the Internet. Parents and legal guardians should inquire at the school if they desire more detailed information about the software.
- Student information shall not be posted unless it is necessary to receive information for instructional purposes, and only if the student's teacher and parent or guardian has granted.
- STEM Prep provides students with G Suite for Education accounts which allow students to access and use "Core Services" offered by Google (described at https://gsuite.google.com/terms/user_features.html) and may allow students to access additional services (described at <https://support.google.com/a/answer/181865>). Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html
- STEM Prep schools utilize third party educational software providers to manage learning resources and student information within our network of schools. Through these tools, students provide some information (for example: name and login information) and are able to complete assignments, communicate with their teachers, sign into their computers, and learn 21st century digital citizenship skills.
- As a parent or guardian, if you wish to stop any further collection or use of your child's information, you may request that we use the service controls available to limit your child's access to third party educational software provider features or services, or delete your child's account entirely.
- Account users shall not reveal on the Internet personal information about themselves or about other persons. For example, account users should not reveal their full names, home addresses, telephone numbers, school



addresses, or parents' names on the Internet.

- Account users shall not meet in person anyone they have met on the Internet in a secluded place or a private setting. Account users who are under the age of 18 shall not meet in person anyone they have met on the Internet without their parent's permission.
- Account users will abide by all STEM Prep security policies.

Privacy Policy

The System Administrator has the authority to monitor all Accounts, including email and other materials transmitted or received via the Accounts. All such materials are the property of the STEM Prep. Account users do not have any right to or expectation of privacy regarding such materials.

Penalties for Improper Use of STEM Prep Account

The use of the account is a privilege, not a right, and inappropriate use will result in the restriction or cancellation of the account. Inappropriate use may lead to any disciplinary and/or legal action, including but not limited to suspension or expulsion from STEM Prep, or criminal prosecution by government authorities. STEM Prep will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

Disclaimer

- STEM Prep makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of the accounts. STEM Prep also denies any responsibility for the accuracy or quality of the information obtained through the account.
- Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of STEM Prep, its affiliates, or employees.
- Account users are responsible for any losses sustained by STEM Prep or its affiliates, resulting from the account users' intentional misuse of the accounts.

Health & Safety

Child Abuse Mandated Reporting

All STEM Prep Schools employees are mandated reporters. Any employee who knows or reasonably suspects a child has been the victim of child abuse is required by the State to report the instance to the Los Angeles Department of Child and Family Services. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.”

Suicide Prevention Policy

Recognizing that it is the duty of our school to protect the health, safety, and welfare of students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771. Students and family members can



also call the Suicide Prevention Lifeline 24/7 at 1-800-273-TALK (8255) for free and confidential support for themselves or for loved ones. Please visit our website for the complete Suicide Prevention Policy.

School Safety Plan

Emergency Drills

Emergency drills such as earthquake and fire drills, are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with staff members who in turn teach them to students.

If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. If an emergency occurs while students are participating in a school-sponsored event or activity off campus, students are to report to their supervising teacher or staff member. Supervising personnel will call the school to report any problem. If the emergency extends beyond the end of the school day, students will not be released until it has been determined that it is safe to do so. Before students are released, parents/guardians must sign them out from the Main Office.

Fire Drills

Fire drills will be held at least once a month. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills

Disaster drills will be conducted at least twice a year. Students will be made familiar with the “drop, cover, and hold” routine. A disaster drill commencing with the “drop, cover, and hold” routine will be initiated by an announcement over the intercom. During the “drop, cover, and hold” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff. In the event of a real earthquake, everyone must engage in the “drop, cover, and hold” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their head with their hands. They are to remain in that position until given additional instructions. In the event of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders.



Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by staff members designated by the Principal. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing scholars will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up.



by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Immunization Policy

Students are required to show verification of required immunization records prior to starting school. See shotsforschool.org for more information.

The COVID-19 shot is not required to attend our school at this time.

Suspension and Expulsion

General Provisions

STEM Prep shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. STEM Prep shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

STEM Prep shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. STEM Prep shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

STEM Prep shall be responsible for the appropriate interim placement of students during and pending the completion of STEM Prep's student expulsion process and shall facilitate the post-expulsion placement of expelled students. STEM Prep shall document and implement the alternatives to suspension and expulsion that STEM Prep utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

STEM Prep shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, STEM Prep shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, STEM Prep shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and STEM Prep, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual.



Prior to recommending expulsion for a student with a 504 Plan, STEM Prep's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

Notification of the District

Upon expelling any student, STEM Prep shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that STEM Prep's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that STEM Prep conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, STEM Prep must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, STEM Prep shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

STEM Prep shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Data Collection and Reporting – Special Education

The school will collect and produce data regarding the suspension and expulsion of special education students as required by the Special Education Modified Consent Decree. Discipline procedures for students with special needs will include positive behavioral interventions.

Rehabilitation Plans

Pupils who are expelled from STEM Prep shall be given a rehabilitation plan upon expulsion as developed by STEM Prep's



governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to STEM Prep for readmission.

STEM Prep shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

STEM Prep's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, STEM Prep's governing board shall readmit the pupil, unless STEM Prep's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

STEM Prep's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. STEM Prep is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Notices & Policies

Complete notices, policies and relevant forms are available on the STEM prep website at:

<http://stem-prep.org/governance/notices>

Such notices include:

- Transparency
- STEM Prep Schools Complaint Notice
- Homeless Youth and Families
- Parental Involvement Policy
- Student Interaction Policy
- Suicide Prevention
- Title IX Rights
- Wellness

Annual Notices

A complete copy of our annual notices document can be accessed [here](#), via our website here, or a physical copy is available at the main office.

Civility: Conduct of School Employees, Parents, and the Public

It is the intent of the Board of Directors of STEM Preparatory Schools (Board) to promote mutual respect, civility and orderly conduct among school employees, parents and the public. It is not the intent of the Board to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain a safe and orderly workplace for



teachers, students, administrators, staff, parents and other members of the community. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school grounds.

In the interest of presenting school administrators, teachers and other employees as positive role models, the Board encourages positive communications and discourages volatile, hostile or aggressive communications or actions. This policy seeks to promote a school and workplace culture of mutual respect, civility and orderly conduct. One of the primary goals of this policy is to ensure a learning environment that is safe, productive and nurturing for all students and staff. STEM Prep seeks public cooperation with this endeavor.

1. Expected level of behavior:
 - a. School personnel will treat parents, students and other members of the public with courtesy and respect.
 - b. Parents, students and visitors will treat teachers, administrators, other school employees, and site visitors with courtesy and respect.
2. Unacceptable/disruptive behavior: Disruptive behavior includes, but is not necessarily limited to:
 - a. Behavior which interferes with or threatens to interfere with the operation of a classroom, an employee's office or office area, areas of school or facilities open to parents/guardians and the general public or a school sponsored event away from the school site. It also covers areas of a school or facilities which are not open to parents/guardians and the general public;
 - b. Using loud and/or offensive language, swearing, cursing or display of temper;
 - c. Threatening to do bodily or physical harm to a teacher, school administrator, school employee, student, or visitor to the site regardless of whether the behavior constitutes or may constitute a criminal violation;
 - d. Damaging or destroying school property;
 - e. Abusive, threatening or obscene e-mail or voice mail messages;
 - f. Taunting, jeering, or inciting others to taunt or jeer at a person;
 - g. Using epithets referring to one's ethnicity/race, religion, gender, color, sexuality, or disability;
 - h. Invading the personal space of a person after being directed to move away;
 - i. Repeatedly and aggressively interrupting another person who is speaking at an appropriate time and place; or
 - j. Any other behavior that disrupts the orderly operation of a school, classroom or any other school facility.
3. Parent recourse:

Any parent who believes he/she or his/her student was subject to unacceptable/disruptive behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor or appropriate director. The parent may report verbally or in writing using the school's uniform complaint form. Parents are encouraged to work out issues of concern promptly. No retaliation will be permitted against persons for working in good faith under this policy to resolve conflicts.
4. Authority of school personnel:
 - a. Any individual who
 - i. disrupts or threatens to disrupt school operations;



- ii. threatens or attempts to do or does physical harm to school personnel, students or others on school premises;
- iii. threatens the health or safety of students, school personnel or others on a school premises;
- iv. intentionally causes damage to school property or the property of others on a school campus;
- v. uses loud and/or offensive language, which would provide a violent reaction; or
- vi. comes on a school without authorization or otherwise establishes a continued pattern of unauthorized entry on school grounds

may be directed to leave the school premises by the Principal or designee, or in their absence a person who is in charge of the school or any administrator.

- b. If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the employee will verbally notify the abusing party that the meeting, conference, or telephone conversation is terminated, and if the meeting or conference is on school premises, the offending person will be directed to leave promptly.
- c. When an individual is directed to leave under the above circumstances, the appropriate administrator or designee may inform the person that they may be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Code 415.5 and 626.7, if they re-enter any STEM Prep facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school.
- d. If an individual refuses to leave upon request or returns before the applicable period of time, the appropriate administrator or designee may notify law enforcement officials. An incident report should be completed for these situations.

5. Appeal procedure

- a. Any person who is asked to leave a school building or grounds may appeal to the CEO. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the CEO or designee shall render their decision within 24 hours after the appeal is made, and this decision shall be binding.
- b. The decision of the CEO or designee may be appealed to the Board. Such an appeal shall be made no later than the second school day after the CEO or designee has rendered their decision. The Board shall consider and decide the appeal at its next scheduled regular public meeting. The Board's decision shall be final.

6. Documentation

- a. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions at the time of occurrence.
- b. Following any violation of this policy the supervisor shall complete an incident report, which shall be forwarded to the CEO or Designee. The CEO or Designee, after consulting with the site based supervisor, may develop and submit a letter to the offending individual informing them that he/she may be guilty of a misdemeanor and that he/she is prohibited from entering any STEM Prep facility within 30 days after



being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. This letter shall also inform the offending member of the public that any violation of this re-entering order may result in the school filing a formal complaint with the Police Department.

Legal Reference:

EDUCATION CODE

- 32210 Disturbing School
- 44014 Assault on Personnel
- 44810 Person on School Grounds
- 44811 Insults and Abuses

PENAL CODE

- 243.5 Arrest on School Grounds
- 415.5 Fighting on School Grounds
- 626.8 Entry of School by Person Not on Lawful Business
- 627.7 Refusal to Leave School Grounds

Parent Right to Know

The Federal No Child Left Behind Act of 2001 requires districts /schools that receive Title I funding to notify parents of their right to know the professional qualifications of the teachers who instruct their children.

As a recipient of these funds, STEM Prep Schools will provide you with this information in a timely manner, if you request it. Specifically, you have the right to know the following information about each of your child’s classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria in the grades and subjects he/she teaches.
- Whether the teacher is teaching under an emergency or provisional status because of special circumstances.
- The teacher’s college major, whether the teacher has any advanced degrees, and the field of discipline of the certification of degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

STEM Prep Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child’s teacher, you may contact Susana Enriquez, Human Resources Manager, at 323-795-0684 or by email at HR@stem-prep.org.

School of Choice Provision

STEM Prep Elementary campus is a school of choice. No student is required to attend, and no employee is required to work at the charter school.



Gun-Free Schools Act

STEM Prep shall comply with the federal Gun-Free Schools Act.

Earned Income Tax Credit - Information for Parents

We'd like to draw your attention to an important resource – the Earned Income Tax Credit (EITC). In 2015, California adopted a state EITC to accompany the federal EITC. These are cash back tax refunds that you, or someone you know, may be eligible to receive. If you worked last year, received a 1099 Form or W-2, and made \$30,000 or less, you may be eligible to receive the Cal EITC.

Both credits are available this tax season and may provide you with a refund or reduce the amount of money you might owe. Californians that qualify for the Cal EITC will likely also qualify for the federal EITC. This will significantly boost household income for eligible families and individuals. For the first time, taxpayers with an ITIN — Individual Taxpayer Identification Number — are eligible for the CalEITC and the YCTC when paying their 2020 taxes.

Visit CalEITC4Me.org to check your eligibility and use the refund calculator to estimate your potential refund. This year, an estimated 1.7 million Californians will be eligible to receive the Cal EITC and you may be one of them! If you have any questions, please visit www.caleitc4me.org.

Statewide Testing Notification

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are



based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2021.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Sexual Harassment Policy

STEM Preparatory Schools is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students, or persons doing business for STEM Prep is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

STEM Prep considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of STEM Prep who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. STEM Prep prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

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

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.



- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

For inquiries about policies and procedures related to sexual harassment, including how to file a complaint of sexual harassment involving students, contact:

Eric Barlow
Chief Operations Officer
STEM Preparatory Schools, Inc.
3200 W. Adams Blvd.
Los Angeles, California 90018
(323) 795-0695 Fax (323) 795-0696

Federal Educational Rights And Privacy Act (FERPA) Directory Information “Opt-Out” Notice

The Family Educational Rights and Privacy Act (FERPA) is a federal privacy law that gives parents certain protections concerning their children's education records, which includes, among other records, report cards, transcripts, disciplinary records, contact and family information, and class schedules. To protect your child's privacy, schools are generally prohibited from disclosing personally identifiable information about your child without your written consent. An exception to this rule includes "directory information," which is defined as: Parents'/guardians' names, address, electronic mail address, phone number, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received; and the most recent educational agency or institution attended.

STEM Prep's policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy or information dissemination related to California charter schools. If you do not want STEM Prep to disclose your contact and other directory information from your child's records to such persons or entities without your prior written consent, you must request a form from the front office.



Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901



Family-Student Handbook Acknowledgement and Agreement

This is to acknowledge that my student and I have received a copy of the STEM Prep Elementary Family-Student Handbook for the 2024-25 school year. We understand that it sets forth the terms and conditions of student enrollment, as well as the duties, responsibilities, and obligations of students. We understand and agree that it is our responsibility to read the Family-Student Handbook and to abide by the rules, policies, standards set forth within including the dress code and the school-family compact signed during the initial orientation process. We further understand that the student/parent handbook may be changed during the school year as necessary and that when we are notified of any changes, it is our responsibility to follow the revised policies.

Student's Name: _____

Student's Grade: _____

Date: ____ / ____ / ____

Parent/Guardian's Signature

Parent/Guardian's Name (Printed)

Gilliane Haver Holt

Principal's Signature

Gilliane Haver Holt

Principal's Name (Printed)