

2022-2023



Wonderful college prep academy™

STUDENT & FAMILY HANDBOOK

ESSENTIAL INFORMATION FOR ALL FAMILIES

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General School Information

The Vision

Wonderful College Prep Academy (WCPA) is a rigorous, inspiring and community-based learning environment that ensures all students are cared for and graduate with college-level academic knowledge, critical thinking skills, healthy habits and personal efficacy to thrive – and to be transformational leaders in the Central Valley and beyond.

Core Values

Collective Responsibility

We set ambitious, attainable, measurable goals and are strategically focused on meeting them; we are invested in our teammates meeting their ambitious goals as our own.

Feedback and Growth

We actively seek feedback from teammates, managers, people we manage, and partners -- and we give constructive, evidence-based feedback; we use feedback to improve.

Integrity

Our actions and our words are honorable and aligned to our vision and values.

All Means All

We value, affirm, and build on the assets that exist in our students, families, and community to create the condition for our students to thrive.

Care

We commit to know, build, and grow relationships with all community members in service of the WCPA vision.

Expected Student Learning Outcomes (ESLOs)

- **Collective Responsibility.** Students will be critical consumers of information and form their own opinions.
- **Leaders.** Students will be confident in their ability to affect change and have multiple opportunities to practice the skills to that effect.
- **Light bearers.** Students know their own light shines bright; they love their own unique skills, affinities, and truths, as well as embrace others to spread their light in our community.
- **Community-builders.** Students will know how to work well with others across differences, seek to include others, be a part of a community and enhance it for the greater good.

Our Commitment to Families

- We commit to **creating** an environment where students are safe, loved and accepted.
- We commit to **hosting** a learning environment where all educators believe in the full potential of all children.
- We commit to **planning and executing** an engaging and rigorous learning experience for our scholars.
- We commit to **partnering** with families by engaging intentionally, respectfully and regularly on the academic and social-emotional progress of students

Our History

For over 10 years, The Wonderful Company, founded by Lynda and Stewart Resnick, has been working side-by-side with the residents of the Central Valley to impact positive, lasting change in the community, with education at the center of multi-generational change. In 2009, after working collaboratively with community members, the Resnicks founded Wonderful College Prep Academy (“The Academy”) in Delano with the mission of graduating students who are prepared to earn a college degree and a lifetime of promising career opportunities.

The Academy currently serves approximately 2,500 students in grades TK-12 across both Wonderful College Prep Academy in Delano and Wonderful College Prep Academy – Lost Hills. The Delano campus boasts one of the highest four-year college going rates in the community – with just over 75% of the students in the class of 2021 being accepted to a four-year college or university. Within the Central Valley, college degree attainment is less than half of the state and national averages with indication of a significant skills gap emerging. Wonderful College Prep Academy has executed an educational model to ensure the young people of the region graduate from high school prepared to earn a Bachelor’s Degree with additional options to pursue technical and specialized jobs of the future.

We believe that with intensive support, exposure and opportunity, all children can maximize their potential to learn and realize their dreams. We create a nurturing and welcoming learning environment for our students and their families, with a deep commitment to the community.

Students at the elementary and middle school are able to access a well-rounded curriculum that is grounded in a heavy dose of academic intervention. Each day students receive reading, writing, math, science, social studies and designated ELD instruction from teachers in a departmentalized model. Weekly, our students also have access to physical education and arts courses. In the years to come, we look forward to continuing to build out our elementary STEM program and expanding our work on nutrition and healthy lifestyle choices.

Once students reach high school, Wonderful College Prep Academy immerses students in a rigorous, early college academic program with year-round programming. This ensures Academy students graduate with a high school diploma, college credits, and the academic and technical skills necessary for success in post-secondary and professional pursuits.

School Holidays

The academic year at Wonderful College Prep Academy is 180 days to promote learning and

engagement. WCPA's office is closed in observance of the following federal holidays:

- Labor Day | September 5, 2022
- Veteran's Day | November 11, 2022
- Thanksgiving Break | November 24-25, 2022
- Christmas Day | Observed on December 26, 2022
- New Year's Day | Observed on January 2, 2023
- Martin Luther King Jr. Day | Observed on January 16, 2023
- President's Day | Observed February 20, 2023
- Memorial Day | May 29, 2023
- Juneteenth Day | June 19, 2023
- Independence Day | July 4, 2023

Books and Supplies

WCPA will provide as many of the tools required for learning as possible. Students will have access to (Chromebooks or iPads), textbooks, and other learning materials. It is the student's responsibility to use and care for these items appropriately. If a textbook or other school property is returned in an unacceptable condition, lost or stolen, the parent will be responsible for its replacement and may result in the hold of the student's diploma until all fees are paid or community service is completed, unless prohibited by applicable law. Students are expected to come to class each day with all necessary supplies, and laptops are expected to be charged.

High School Class Schedule

WCPA utilizes a block schedule for grades 9-12. Longer classes encourage in depth discussions, opportunities to simulate college learning environments, and provide teachers opportunities to utilize project-based learning. Students take 4 classes of 90 minutes every day, and switch classes on alternating days: Monday and Wednesday are Odd Days and Tuesday and Thursday are Even Day classes. Fridays alternate between their Odd Day periods and Even Day periods.

WCPA grades 6-8 utilize the period schedule where students see all of their teachers and attend all of their classes each day of the week. Friday classes are shortened to see the majority of classes each day. This provides more diversity and exploration of content topics for middle school students.

Inclement Weather/Fog Delays

In the event of inclement weather or fog delays, WCPA wants to ensure the safety of students to and from our schools. The Academy, in partnership with our Transportation Department, will be determining our own fog delays for the 2022-2023 school year. All fog delays will be announced by **6:00 AM** on any given school day for either our Delano or Lost Hills campuses and will be indicated via ParentSquare by location as follows:

- Wonderful College Prep Academy – Delano
- Wonderful College Prep Academy – Lost Hills

Fog Delays will be categorized into three different levels:

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1. **PLAN "A" – No Delay in School Start Time** – When this announcement is made, it will indicate:
 - a. Ground fog exists in certain isolated areas throughout the Lost Hills and or Delano areas.
 - b. Bus transportation and classes will start on regular schedules.

2. **PLAN "B" – Two (2) Hour Delay in School Start Time** - When this announcement is made, it will indicate:
 - a. Bus transportation will be delayed by two (2) hours.
 - b. Classes will start two (2) hours later than a regular school day
 - c. Changes, if necessary, will be announced at approximately 8:30 A.M.

3. **PLAN "C" – All Morning Busses Are CANCELLED** – When this announcement is made, it will indicate:
 - a. **All morning bus routes will be canceled.**
 - b. Classes will start on regular schedule.
 - c. Buses will be dispatched on all "school-to-home" routes on the regular day schedule.

On foggy days, please check <https://alertline.kern.org> or tune in to the local television stations channel 23 (KERO) or channel 17 (KGET) for school fog delay announcements. Additional information will be communicated via Parent Square.

Bell Schedules

WCPA board approved bell schedules for both school sites can be accessed at the following weblink: <http://www.wonderfulcollegeprepacademy.org/bellschedules>

School Calendar

Wonderful college prep academy™

2022-2023 Academic Calendar | 180 Instructional Days

Board Approved: 3/24/2022

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						0

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						21

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					15

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						16

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					0	12

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						16

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
						19

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						16

APRIL 2023						
S	M	T	W	T	F	S
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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						19

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						7

First/Last Day of Grading Period
 Legal Holidays

No Students, Teacher Work Day
 Instructional Days

New Staff Orientation
 Early Release Day

Summer School
 Non-School Days

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Attendance Policies

Attendance Policy

At WCPA, every day is an essential learning opportunity. Success in school depends, in part, upon prompt and regular classroom attendance. Frequent tardies and absences result in students missing important presentations, demonstrations, discussions, explanations, and work assignments. In addition, tardiness often disrupts the teaching process, distracting others in class.

For these reasons, persistent tardiness and non-attendance are matters of serious concern. The attendance policy of WCPA seeks to:

- Teach students responsibility and accountability.
- Encourage students to stay in school.
- Help students understand that they can change, grow, and contribute to a community of learners.
- Assure our students that, with regular attendance, good effort, and a positive attitude, they will be able to attain their goals.
- Help our students understand that a good citizen is involved and engaged in the community.

Excused Absences/Tardies

For an absence to be excused, the student’s parent or guardian must provide a written excuse or an email. Phone calls will no longer be acceptable to excuse an absence.

Excused Absences

From time to time, a student may have a valid reason for missing class. Excused absences include the following:

- Illness, including an absence for the benefit of the student’s mental or behavioral health (any illness lasting longer than 48 hours must be cleared by a physician before child will be allowed back on campus)
- Quarantine
- Medical, dental, optometric, or chiropractic appointments
- Family emergency
- Observation of a religious holiday or ceremony
- Appearance in court
- Naturalization Ceremony
- Employment conference
- College visitation
- Funeral service
- Jury Duty
- Cultural ceremony or event
- Up to five days in order to obtain proper immunization

Excused Tardies

From time to time, a student may have a valid reason for being late to class. Excused tardies include the following:

- School Bus mechanical issues
- School declared fog delays
- Medical, dental, optometric, or chiropractic appointments
- Family emergency
- Observation of a religious holiday or ceremony
- Appearance in court
- Naturalization Ceremony
- Funeral service

A student absent from school for an excused absence will be allowed to complete missed assignments and tests (within reasonable limits) and will be given full credit upon satisfactory completion. The teacher determines what assignments the student will make up and in what period of time. The tests and assignments will be equivalent but not necessarily identical to the tests and assignments that the student missed.

Parental approval does not automatically make an absence an excused absence. For circumstances outside of the student’s control, the student may be allowed to make up assignments or tests, at the teacher’s discretion.

Tardies

School begins at 8:00 AM on regular schedule days. It is expected that every student arrives to school on time. Oversleeping, traffic, or missing the bus is not an excused tardy. Students must report directly to the office if they are tardy to school and detention will be assigned. A student who is more than 30 minutes late will be marked as an unexcused absence. Tardiness is only excused if a student has an excuse defined as an “excused absence” above.

Truancies

According to the State of California, a student is considered truant when, without a valid excuse, he or she is:

- Absent for three (3) full days in a single school year,
- Tardy for more than a 30-minute period, three (3) times in a year,
- Absent three (3) times for more than a 30-minute period,
- Any combination of the above.

This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction.

Upon a pupil’s initial classification as a truant, the school is required to notify the pupil’s parent/guardian, of the following:

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 of the California Education Code.
4. The right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
5. The pupil may be subject to arrest under Education Code Section 48264.
6. The pupil may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code Section 13202.7.
7. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Attendance Issue	Result
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Late for class	<ul style="list-style-type: none"> ● Marked “tardy” ● Three tardies is equivalent to an <i>unexcused absence</i>
Missing school without an excuse OR 1 excessive tardy (30 minutes or more)	<ul style="list-style-type: none"> ● Student will be marked as <i>unexcused absence</i> ● Parents are notified of the absence.
2 Unexcused absences OR 2 excessive tardies	<ul style="list-style-type: none"> ● Student will be placed on an “Attendance Contract” to be signed with parent in conference with administrator
Leaving closed campus OR 3 or more unexcused absences	<ul style="list-style-type: none"> ● Legal interventions and penalties pursuant to California law. Families can find details at: http://www.cde.ca.gov/ls/ai/tr/

Attendance Policy for School Activities

Wonderful College Prep Academy has implemented a 97% attendance policy that students must meet to participate in school activities including, but not limited to: dances, club functions, class trips, Commencement, and other Senior Year activities.

Attendance Policy for Athletics

Student-athletes must attend 100% of period classes on game days to participate/travel with the team. Additionally, students with two or more unexcused absences during the week of an athletic event or game may not participate during that week.

Short-term Independent Study Program

The Independent Study Policy applies to all students participating in this short-term program at Wonderful College Prep Academy (“WCPA”) The Board of Directors of WCPA authorizes independent study as an optional alternative instructional strategy for WCPA students in the following limited circumstances: (1) as an educational benefit for students who will be absent from the in-person instructional program for a short period of time, either as a result of a required quarantine associated with COVID-19 or due to other unique circumstances (e.g. an accommodation for necessary student travel); or (2) in the event there is a disruption of in-person instruction (full or partial school closure) due to any of the emergency conditions set forth in Education Code sections 41422, 49692, 49693.

A student’s participation in independent study shall be voluntary. Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of an assigned certificated employee(s). The minimum period of time for any independent study option shall be three consecutive school days. The maximum period of time for any independent study option shall be 14 consecutive school days unless (1) the period of quarantine due to COVID-19 exceeds 14 consecutive school days, (2) the period of disruption of in-person instruction due to emergency

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conditions exceeds 14 consecutive school days, or (3) with the approval of the Superintendent or designee, the unique circumstances exceed 14 consecutive school days.

To enroll your child in independent study, please contact your School Principal. All requests should be made in advance of student absences whenever possible.

Students Experiencing Short-term Disabilities

Should your student experience a temporary disability which makes it impossible or inadvisable to attend regular classes please contact the Student Support Services Manager at (661) 721-2887 to discuss options during your child's temporary disability.

Academic Policies

Academic Integrity Policy

Academic integrity is central to being prepared for academic success in college and beyond; thereafter, students are expected to report Student Behavior Honor Code violations. The WCPA Honor Code and Academic Integrity Policy is fundamentally based on mutual respect and trust. This code ensures that every member of the school community holds each other to a high standard of personal integrity, honesty, and mutual respect.

The Academic Integrity Policy includes, but is not limited to, the following statements:

- A student's word is expected to be the complete truth; lying is incompatible with being a WCPA student,
- A student's work is expected to be his or her own, unless properly cited; plagiarism is unacceptable for a college and career bound student,
- The property – physical, intellectual, etc. – of others is to be respected; stealing and copying is against the values of WCPA, and
- A student is expected to report any violation of the Honor Code.

Examples of Honor Code violations include, but are not limited to:

- Copying or allowing another student to copy any type of work, including homework
- Using cheat sheets or notes on an assessment
- Texting/emailing/electronic chatting answers or questions to others
- Looking at someone else's paper during a test
- Allowing someone to look at your paper during a test
- Plagiarism
- Pretending to be another student for the sake of completing their work
- Revealing content on an assessment or assignment to another student

It is the student's responsibility to check with their School Principal regarding the Honor Code in situations that seem unclear. Violations of the Academic Integrity Policy or Honor Code will result in immediate disciplinary action.

Academic Eligibility for Athletics

The athletics program at WCPA encourages student-athletes of character. Students must prioritize excellence in the classroom. To participate in athletics, students must be academically eligible. Students must achieve and maintain a **minimum GPA of 2.5, with no D's or F's**, during the last grading period to be eligible for sports. Parents may request a 6-week probationary period following academic disqualification. However, students who do not achieve a minimum GPA of 2.5, or have any D's or F's, for two (2) consecutive 6-week grading periods will be automatically dropped from the team. Parents are advised that there are additional athletic policies regarding disqualification from teams that can be provided to families by contacting the Athletic Director.

K-12 Grading Policies

Elementary Progress Reporting Policy

At WCPA, we believe the path to college begins in kindergarten. We provide a rigorous curriculum, high-quality instruction, and positive character development to ensure that all students achieve the academic skills, knowledge, and ethical foundations.

We want all of our families to be well-informed of their student's behavior, academic progress, and social well-being. Teachers will use several systems to monitor our students' growth and adjust their instruction to meet their needs. The goal of the Elementary Report card will be to address "How will our scholars **demonstrate their learning** and **progression towards standards mastery**?"

Grade categories:

- Reading, Writing, Phonics, ELD (grades K-2)
- Reading, Writing, ELD (grades 3-5)
- Math, Science, Social Studies, PE, Art, Music (grades K-5)

Grade Weights

- Summative Assessments: **10%**
 - Examples: Mid-year/End of Year Module Tasks, Weekly Quizzes
- Formative assessments (Daily/Weekly Performance Tasks in Classroom): **10%**
- Projects: **20%**
- Classwork/Independent work: **60%**

Grade Expectations:

- WCPA will continue to use Aeries for inputting grades.
- A **minimum** of 2 grades per week per subject will be entered into the grade book.
- Grade levels will norm on what those activities and/or assignments will be that will be entered.
- Project expectations will be 1-2 per semester and should be cross-curricular: English/Language Arts (ELA)/Social Studies & Math/Science.

Homework

Reading Homework Amounts

Homework, without proper support, could unintentionally widen the achievement gap as students repeat mistakes without having mastered the content. Lower grades will focus primarily on a single fluency passage each week with repeated readings while upper grades will complete the fluency passage as well as teacher-selected standards-based homework.

Homework is an essential part of the WCPA educational program. It is designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote good study habits. Students are assigned homework every night. Elementary school homework is introduced in a graduated sequence from the K-2nd grade. Third-fifth graders receive at least an hour (1) hour of homework each evening. Parents and guardians are expected to help students with their homework in

ways that include reading instructions out loud to younger students, creating routines at home for students to follow each day, providing a quiet, organized place to work, and checking homework for neatness and completion. More specific grade level homework expectations will be communicated at Back to School Night.

Assessments

At WCPA, we believe that regular monitoring of student progress is essential to providing an academic program that is targeted and appropriate for every child. We use a range of academic assessment tools, selected for their validity and their developmental appropriateness, to ensure that our students are progressing toward mastery of grade level content.

Parents will receive written, either mailed or digital, notification of student results for major benchmarks and yearly summative assessments within three (3) weeks of their release.

MIDDLE & HIGH SCHOOL GRADING POLICIES

The purpose of grades and reports is to assess a student’s strengths and weaknesses, to help the student recognize his or her accomplishments, and to provide strategies for improvement.

Students in middle school and high school earn two semesters of credits. For example, 9th Grade ELA is taken for a full year, but students earn half of their credit at the end of Semester 1 and the other half of the credit at the end of Semester 2.

Grades will be earned by quarter to earn a full semester credit.

Quarter 1	Quarter 2	Mid-Term/Demonstrations	Semester 1
45% of semester grade	45% of semester grade	10% of semester grade	100% of Credit A
Quarter 3	Quarter 4	Finals/Demonstrations	Semester 2
45% of semester grade	45% of semester grade	10% of semester grade	100% of Credit B

Additional Notes

- Students may make up missed assignments, papers, assessments or complete an alternate task in place of a missed assignment up to the final 5 days of each quarter.
- Individual assignments for completion after the quarter ends will be up to teacher discretion and used on an as-needed basis for special circumstances, such a student’s attendance at a funeral or due to COVID-19, etc.
- Grade changes occurring after the quarter mark ends will require the teacher to complete an official grade change form to be signed by the principals and given to the registrar.

- Parents may request an official appeal to a grade and a review of the timely completion of assignments by calling the front office for their student’s respective school.

WCPA has guidance counselors available for grades 6-12. Families will receive timely communication about academic and behavioral impacts on a student’s progress in secondary classes. Our counselors will reach out via email or phone and schedule Zoom meetings or in-person meetings, starting at the end of August. Guidance counselors will hold 1:1 meetings with students several times per month for academic check-ins. Families will also receive progress updates via ParentSquare, mailed letters, phone calls, and in-person meetings, depending on a student’s individual academic progress. Open house conferences are scheduled two times during the year – in October and March. Conferences provide invaluable opportunities to share information between home and school to enhance a student’s chances of success. WCPA expects that all families participate and meet with their child’s teacher either in-person, or if WCPA is in a virtual learning environment, either via phone or video conference

Parents are also encouraged to schedule additional conferences with teachers or guidance counselors whenever desired. Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents with important information about which learning goals have been mastered.

REPORTS

The grades that students receive serve many important purposes, such as communication of student progress with parents/guardians, placement of students in appropriate programs, and as an additional measure of student progress. Grades are also used to give students—and their families feedback about student progress and achievement.

Classroom grades reflect a student’s progress with standards or objectives as the target of the lesson.

All students receive between two to three graded assignments per week. These assignments are closely tied to showing mastery on the standards being taught.

6-12 Assignment Points

Category	Total Points Per Assignment
Entry/Exit Tickets	5 points a week
Classwork	10 points per assignment
Common Formative Assessment/Formative Assessments	25 points per assignment
Summative Assessments	50 points per assignment

The school uses the following scale for letter grades:

A = 100% - 90%	Work fulfills all aspects of the standard or objective for the lesson
B = 89% - 80%	The majority of the standard or objective is exhibited in the work presented by the student
C = 79% - 70%	While some of the work provided fulfills the standard or objective, some minor gaps in standard mastery are evident. Student is on level with the majority of peers in the same grade level.
D = 69% - 60%	Observed work shows gaps in standard mastery. Student is slightly below grade level and may need intervention or additional time on the standard.
F = 59% - 0%	Observed work is significantly below grade level standard and intensive intervention is required.

COMMUNICATING STUDENT PROGRESS

WCPA communicates frequently with families regarding student progress. The methods of communication include the following:

- **Quarterly Report Cards.** WCPA issues report cards each quarter to indicate a student's progress in demonstrating mastery. Meetings and other action steps may be taken to help the student stay on track.
- **Aeries.** Grades are updated weekly and parents/guardians may log-in weekly to view updated grades.
- **Assessment Reports.** Following schoolwide assessments, we will mail home results and provide printouts to parents/guardians of student outcomes and next steps.

Parent-Teacher Conferences. We believe that for a student to succeed academically, the school and the family must be in partnership.

Grade Promotion Requirements

WCPA desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

Elementary School Promotion Requirements

Promotion to each grade level will be determined at the end of each school year based on a student's academic and social-emotional preparedness for the next grade level. In order to be promoted to the next grade, Four (4) factors are considered:

1. Attendance
2. Overall reading level
3. Grade-level standards master and growth over time, in mathematics and reading, as measured by formative assessments.
4. Social-emotional and age level maturity.

The goal is that students are on-track to be caught up in reading and mathematics after one-and-a-half (1.5) continuous years of enrollment at Wonderful College Prep Academy.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Principal. The school reserves the right to make exceptions to this policy given special circumstances.

Middle School Promotion Requirements

To be considered for promotion to high school, eighth graders must achieve at least a 2.00 GPA with a letter grade of C or better.

Community Service Requirements

Middle School students must also complete 30 hours of community service; 10 hours per year of enrollment at WCPA.

Grade	Completed Hours
6 th	10 hours by May 30
7 th	10 hours by May 30
8 th	10 hours by May 30

Grade level assignment may be recommended by the Principal or designee and approved by the Chief Academic Officer or Superintendent.

When a student is retained or recommended for retention, the student and parent(s)/guardian(s) will be notified of their status. An Individualized Learning Plan (ILP) will be developed which allows the student and parent(s)/guardian(s) to know the criteria used to retain the student, the opportunity

for the student and parents/guardians to assist in the creation of goals and strategies that directly address the student’s current needs, and specific programs of direct, systematic, and intense supplemental instruction.

High School Promotion Requirements

Our intention is to give all high school students a rigorous educational experience and prepare them for college success. Beginning in June following students’ 8th Grade year, students will be assigned a grade level counselor who will follow students up to and through graduation their senior year. As early as August every year, students and families will receive mailers, calls, and meetings to update on student progress and mastery. As a high school, we focus on avoiding retention in all grades except senior year for graduation. Through our summer school, afternoon or evening classes, and other makeup opportunities, we provide multiple opportunities for students to earn all high school credits needed for a diploma and/or to meet all A-G requirements.

If students are Off Track from graduating with their cohort, families will be notified and WCPA will conduct family meetings to discuss final opportunities for graduation requirement fulfillment. WCPA staff will review the student’s current transcript, behavior, and attendance before and provide an Individualized Learning Plan which outlines specific steps for the school, guardian, and student. WCPA will provide a final notice midway through Quarter 4 (or earlier, depending on credit attainment) if a student will be unable to walk at graduation.

Community Service Requirements

Students must complete a total of 80 hours of community service during 9-12th grade. Students may begin their service hours following their 8th grade graduation. Transfer student service hour requirement will be prorated to 10 hours per semester of enrollment at WCPA. Hours may not be done for pay, must serve a non-profit community organization, and must be verified by someone at the organization other than a relative of the student. If in doubt, hours should be pre-approved by the school counselor. All hours must be submitted to the students’ counselor before May 30th of their senior year in order to be eligible to participate in the graduation ceremony.

Class	Completed Hours
Freshmen (9 th Grade)	10 hours by May 30
Sophomores (10 th Grade)	35 hours by May 30
Juniors (11 th Grade)	60 hours by May 30
Seniors (12 th Grade)	80 hours by May 30

High School Graduation Requirements

WCPA desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

Course Requirements

To obtain a high school diploma from WCPA, students are generally required to meet the course

and grade units established in the Charter Petition, as follows:

Subject	Course s	Credit	Total Credits
History	World History	10	30
	US History	10	
	Government	5	
	Economics	5	
English	4yrs	40	40
Math	Algebra 1	10	30
	Geometry	10	
	Algebra 2	10	
Science	Ag Resource	10	30
	Ag Biology	10	
	Ag Chemistry	10	
Foreign Language	2yrs	20	20
Visual/Performing Arts	2yrs	20	20
PE	2yrs	20	20
Electives	6 courses	60	60
Minimum credits required for graduation:			250

Alternatives to Diplomas

WCPA desires that every student has the opportunity to earn a high school diploma or equivalent through successful completion of class work and examination. However, when a student is unable to do so due to academic deficiency or other unforeseen circumstance, WCPA encourages completion of an alternative program that allows him/her to obtain an equivalent certificate through the State of California. Options for completion include successfully passing the General Educational Development Test (GED) (Education Code, Sections 51420-51427).

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate from the State of California in accordance with law.

The Principal or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program. The Principal or designee shall ensure that foster youth, homeless students, former juvenile court school students, children of a military family, migrant students, or newly arrived immigrant students participating in a newcomer program, are notified of their education rights regarding the availability of an exemption from local graduation requirements in accordance with Education Code Section 51225.1.

Transfer Students

To determine whether students transferring into WCPA have met course requirements, the Principal

or designee shall establish a process to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned.

WCPA shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency.

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment. Upon transfer, the Principal or designee shall complete the evaluation, determine the student's appropriate grade placement, and provide notification to the parents.

Special Education

WCPA's special education program is designed to address students' individual learning needs. A team of advocates (i.e., the IEP team) consisting of the student, if appropriate, the student's parents/guardian (or a representative selected by the parent), a representative of WCPA, a general education teacher (if the student is or may be participating in the general education setting), the assigned case manager, the Special Education resource teacher and/or related service providers as appropriate, the individual who assessed the student or who is qualified to interpret assessment results as appropriate, and others if appropriate, will determine the student's eligibility and placement in the Special Education program. This group will write an Individualized Education Program (IEP) for the student if they are eligible for special education services and support. Placement in the program is contingent upon parental approval of the IEP.

Our staff believe that all students have the ability and desire to learn. Many of our students learn in different ways. The special education team is here to observe, collect classroom data, and determine what support each child needs to be successful. In addition to staff identifying students in need of additional support, our parents and guardians are encouraged to request a special education evaluation if they feel their student has or may have a disability. If you would like to request an evaluation, please reach out to the School Principal or the Director of Special Education.

Once a request for evaluation is received, WCPA Staff will respond within fifteen (15) days to determine the next steps in honoring your request. This may include a records review of your child's performance related to academic, attendance, discipline, and social emotional needs which will guide in determining if a Student Success Team (SST) Meeting or a consent for assessment is needed. A consent for assessment would outline the areas of evaluation are needed (i.e., academic, social/emotional, etc.) and is signed by the parent or guardian before testing begins. Once assessment is completed, an IEP meeting would occur to review the results and determine eligibility for the student. The goal is to provide the Least Restrictive Environment to all students with an IEP and provide support to access grade level learning and curriculum.

Differential Graduation and Competency Standards for Students with Disabilities

WCPA recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that reasonable modifications to WCPA's regular courses may be needed on an individualized basis to provide FAPE. In accordance with law, each student's IEP team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on State and WCPA assessments.

Certificate of Completion for Students with Disabilities

It is the desire of the WCPA Board of Directors that all students receive a rigorous course of study in which all students receive a WCPA High School Diploma. However, a student may be awarded a certificate of completion if they meet the following qualifications.

1. Completion of a prescribed alternative course of graduation requirements approved by the Board of Directors and outlined in the IEP.
2. Completed or met his/her IEP goals as determined by the IEP Team.
3. Attended four years of high school, participated in instruction as outlined in the IEP, and met all objectives related to transition services.
4. Satisfactory met items #1-3 and reached the maximum age of attendance as outlined in the IEP.

Please note, a student with disabilities who meets any of the graduation requirements shall be eligible to participate in any graduation ceremony and/or school events related to graduation in which a graduating student of similar age without a disability would reasonably participate in.

Alternative Course of Study for Students with Disabilities

Alternative course of study will be determined by the IEP team on a case-by-case basis. The goal of the alternative course of study will be to prepare students in life skills and vocational training. The alternative course of study will consist of a career pathway which leads from school to vocational occupation.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activities related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Nothing in this Policy should be construed to limit an IEP team's decision-making authority to provide accommodations so that a student can access his or her educational program and receive a regular high school diploma, in accordance with State and Federal law (Ed Code § 56392).

Family Service Hours

We strive to create a small school community at WCPA that builds strong ties with families. We know that when parents/guardians are involved in school student achievement increases and we create a network of support for students and families. WCPA requests that every family volunteer 15 service hours at WCPA each year. There are many ways that families can volunteer including:

- Attending parent advisory meetings (School Site Council, ELAC/DELAC Meetings)
- Serving on parent committees
- Working in a classroom
- Donating used uniforms
- Attending parent conferences
- Attending school board meetings
- Supervising a school event
- Crosswalk duty

Parents/guardians are not required to volunteer. A parent's/guardian's unwillingness or inability to complete the suggested Family Service Hours does not impact his/her student's admission, enrollment, participation in educational activities, or receipt of credit or privileges.

All volunteers shall act in accordance with WCPA policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers. All volunteers must sign-in at the school office when they enter the school premises and sign out when they leave.

Prior to assuming a volunteer position, a volunteer must obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation, except for volunteers participating in campus activities for a single event who are under the direct supervision of a WCPA staff member at all times. The Superintendent or designee shall determine which volunteer positions are subject to this requirement.

The Superintendent or designee shall require all volunteers to disclose whether they are a registered sex offender and/or provide WCPA with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site. Any person whose name appears on the list is prohibited from serving as a volunteer.

All volunteers, except those participating in campus activities for a single event, must have on file with WCPA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. All volunteers will be required to undergo a TB examination at least once every four (4) years. The cost of the tuberculosis risk assessment, as well as the cost of the examination, if necessary, shall be borne by the volunteer.

Counseling and Academic Student Services

Counseling

The counseling office is available to Middle and High School students and families. The goal of the Counseling Department is to assist students in attaining academic success and in high school and into college and providing social emotional support. Through specialized services, the Counseling Department will provide Academic Counseling, College Planning, Personal/Social Counseling and Career Preparation assistance to all students. Families will also have access to therapists through the on-campus student wellness center.

Promotion/Retention Policy

WCPA expects students to progress through each grade level within one school year. To accomplish this, instruction will accommodate the variety of ways that students learn and include strategies for addressing academic needs.

Students will progress through grade levels by demonstrating growth in learning and by meeting grade-level standards of expected student achievement. Promotion is based on the

students' ability to pass courses necessary to earn the required number of credits, progress in grade level work, attendance, and social emotional and age level considerations. Grade level assignment may be re-evaluated and recommended by the Principal and approved by the Superintendent or designee.

When a student is retained or recommended for retention, the student and parent(s)/guardian(s) will be notified of their status. The student will have gone through the student success team process at least four times throughout the year and will have not demonstrated growth over time. An Individualized Learning Plan (ILP) will be developed which identifies specific programs with direct supplemental instruction and allows the student and parent(s)/guardian(s) to understand the criteria used to retain the student. The ILP provides an opportunity for the student and parents/guardians to assist in the creation of: goals and strategies that directly address the student's current needs.

Academic Intervention

WCPA provides a program of intensive academic support to all students who enter school significantly below grade level or who have special learning needs including English Learners and students eligible for special education services.

Intervention is an essential piece of instructional programs. Schools and educators must provide support systems which identify, intervene, track, and release students who are at-risk or already struggling. Contrary to traditional approaches, these interventions must be scaffolded and targeted to be highly effective in closing the gaps which students face. WCPA emphasizes the use of MTSS Evidence-Based Approach over Task-Based Intervention.

There are two different approaches to intervention:

MTSS Evidence-Based Approach	Task-Based Intervention
<ul style="list-style-type: none"> • Uses peer-reviewed assessments to determine at-risk, struggling students • Uses best practices to target specific literacy gaps • If possible, implements scientific-based program which sequences growth • Focused on long-term growth and gap closing through proactive needs 	<ul style="list-style-type: none"> • Uses grades and missing assignments to determine at-risk, struggling students • Focused on getting grades higher • Focused on completion of assignments • Reactive to individual assignments

Within California's recommended Multi-Tiered Systems of Supports, our ELA interventions will be empowered through MTSS and Rtl (Response to Intervention) published research and best practices.

Structures and Groupings

Intervention will be separated into targeted intervention tiers in alignment with the published research:

A student that does not show growth over time on specialized intervention assessments will be recommended for evaluation and assessment with the Special Education Team or for 1 on 1 support.

How do we know who needs intervention?

Tiered intensive interventions are signaled from the use of approved Universal Screeners. This process screens 100% of students at the beginning of each year to determine who needs what interventions. WCPA leverages NWEA MAP assessments as its Universal Screener to determine gaps for the upcoming year, as well as a benchmark of student growth in grades K-11 and DIBELS assessment as a phonics and early reading screener for students in TK-3. This nationally normed assessment provides percentiles (%tiles) depicting how students are performing relative to other students in the nation. Percentiles provide a valid and reliable look to grade level readiness.

NWEA Map provides a skills-based assessment which automatically adapts as the student answers questions, allowing for the assessment to deliver questions ranging from multiple grade levels and thus providing an accurate, external depiction of student trajectory.

Student Support Process

WCPA utilizes the Student Support Process as a multi-tiered problem-solving approach to support individual student needs. The Student Support Process provides suggestions for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered throughout the Student Support Team (SST) process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school's Principal.

English Language Development

WCPA's English Language Development (ELD) instructional programs are to ensure college, career and community readiness. Our goal is to deliver programs that teach English Learners to understand and use academic English proficiently and effectively while upholding high-quality education which provides opportunities to achieve their full academic potential. WCPA's English Language Development programs are:

- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards and California ELA/ELD Framework;
- Designed to address the needs of each EL subgroup;
- Strongly supported and resourced at the site, network and central office level;
- Effectively monitored.

Using English language purposefully permeates all three parts of the California ELD Standards. Meaningful language interactions are essential as English Learners develop content knowledge across the disciplines.

FREQUENTLY ASKED QUESTIONS

What is ELD?

English Language Development (ELD) refers to an instructional program for students who are developing proficiency in English. English Language Learners (ELLs) refer to the students who are enrolled in ELD classes.

Who is eligible for ELD?

Students whose heritage language is other than English and who are not yet proficient in English are eligible for ELD. Students who were born in the United States and speak a heritage language other than English are enrolled in ELD programs if they need to develop proficiency in English. Americans often speak another first language and many do not learn English until they are in school. The key indicator is the student's home language and English proficiency in all domains: listening, speaking, reading and writing on grade level.

What are the criteria for inclusion to be in ELD?

The Home Language Survey is completed by every student at registration. If the survey indicates a home language influence other than English, the EL Coordinator reviews the student's records for evidence of academic achievement and proficiency in English. If the interview indicates that the student may need ELD support, the school will administer the ELPAC to determine the student's level of language proficiency and appropriate placement.

When can a student exit ELD?

Students must meet the exit criteria of the California's Department of Education (CDE) and Wonderful College Prep Academy to be exited from ELD program in our schools. Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status. Local education agencies determine when the student has met the four criteria listed in Education Code (EC) Section 313 (f), in accordance with the California Department of Education (CDE).

Reclassification procedures shall utilize multiple criteria in determining whether to reclassify a pupil as proficient.

Designated ELD is a protected time during the regular school day when teachers use the California ELD Standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Integrated ELD refers to language development throughout the day and across all subject areas. The focus is on accessing and learning content standards. During Integrated ELD, teachers use the content standards as the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of English learners in all content area instruction.

For more information on our ELD Programs, including our EL Master Plan please visit our website at <http://www.wonderfulcollegeprepacademy.org/elac>.

Course Failure Policy

Any Student who fails a course will have an opportunity to appeal their grade under the WCPA appeal policy. To appeal a failing grade, a parent must contact their child's principal to obtain a grade appeal form. The appeal process is administered by the principal and will usually take anywhere from three to five weeks.

Parents will receive updates on student academic progress at minimum every 4-5 weeks. Report cards are mailed out every nine (9) weeks. In addition, parents can check their

child's academic progress through Aeries Parent Portal throughout the semester. If you need assistance in accessing Aeries Parent Portal, please contact the school office.

WCPA believes that parents/guardians have a responsibility to continuously monitor their child's academic performance. Parents should reach out directly to teachers to set up a conference (phone, virtual, in person) in the event that you have concerns regarding your child's academic performance. Please note that all failing grade appeals to principals will include a review of parent outreach and interactions with teachers. Parents or guardians must be able to show that they made efforts to address poor academic performance prior to the end of the marking period in order to submit a grade appeal.

Classwork and Assignments

We look at a student's ability to improve on academic skills presented in class by completing them at home. This will further prepare the student for upcoming lessons and involve parents in the process of learning. Late work will be accepted up until the week prior to the end of the quarter. Assignments will be set to a 50% minimum grade

High School Dual Enrollment Programs: Access for All

Access for All Model

WCPA promotes and provides college access for all students in grades 9-12, with multiple opportunities to begin their college coursework. This can vary from earning some college units up to obtaining a full associate degree for transfer with 60 or more college credits. At the end of the 8th grade year, families and students will be provided with more information regarding Dual Enrollment pathway options for each student. Students must maintain a C or higher in order to remain in good standing with our Dual Enrollment partner – Bakersfield College.

Please reference the School Course Handbook for more information.

Dual Enrollment

WCPA offers college courses through dual enrollment with Bakersfield College. This partnership program with Bakersfield College allows WCPA high school students to take college courses on the WCPA campus and earn college credit and high school credit for their work. Although the courses are held on the WCPA campus, the instructors are from Bakersfield College. All students participating in this college courses must abide by the requirements set forth by Bakersfield College. Because this is a special program, students must meet special requirements, and not all college classes are open to high school students. All fees for Bakersfield College courses are paid by WCPA.

Prerequisites

Because admission of high school students to community colleges is governed by state laws and regulations, the type of courses permitted, and the number of students admitted is limited.

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High school students will not be permitted to enroll in college courses when they have failed the same course in high school. High school students are enrolled in college courses based on their ability to benefit from advanced scholastic or vocational studies. Admission to these courses is based on GPA, class standings, recommendations from high school faculty, and placement assessments. Students must also satisfy all prerequisites and eligibility requirements for each course as outlined by the college. Please reference the High School Course Handbook for more details.

To request enrollment in this program, students must submit a High School Concurrent Enrollment Request form each term, including the signature of the high school counselor and the student's parent or legal guardian, and official high school transcripts. The form must also designate the courses being requested. All students must take the assessment test and complete the online orientation for Bakersfield College. All students must take the pre-requisite courses as outlined in the Bakersfield College Course Catalogue and abide by the policies related to dual enrollment.

Student Uniform Policy

Daily Dress Expectations

The school uniform policy is an important part of WCPA life. The uniform policy seeks to create a collaborative and engaging learning environment that represents the school's mission and values, by keeping students focused on their educational pursuits and not their clothing choices, while also enhancing school pride, unity, and community spirit.

Please ensure students are in uniform before they leave for school in the morning; students must remain in uniform until they return home. Students requesting an exemption from any provision of this dress code for religious or other reasons should contact the school office. Any student who needs assistance with identifying or selecting conforming clothing should contact their Principal directly. No student shall be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with the dress code. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing for the day and parents will be notified. Students who repeatedly thwart the school uniform policy will receive disciplinary action.

At all times, students must comply with the following:

- Clothing must be presentable, in good repair and cannot be tattered or torn.
- Clothing must be the proper size and fit, allowing for ease of movement while continuing to cover all appropriate areas. Clothing should not be too large or too small.
- Clothing must be sufficient to conceal undergarments at all times. Clothing that becomes revealing when sitting or moving is not appropriate for school.
- See-through or sheer fabrics, halter tops, low necklines, off-the-shoulder or low-cut tops, and skirts or shorts shorter than mid-thigh are prohibited.
- Changing clothes at school is not permitted unless for a sports/PE related activity.
- Clothing may not be worn over the uniform except as set forth in the uniform guidelines included below.
- No professional sports apparel is allowed at any time unless it is part of a school-sponsored spirit week activity.
- Any personal items such as backpacks, fanny packs, gym bags, water bottles, etc., which contain writing, pictures, or any other insignia which are crude, profane or sexually suggestive; bare drug, alcohol or tobacco company advertising promotions and likeness; are gang related, degrade race, gender, sexual orientation or which advocate racial, ethnic, or religious prejudice will not be permitted on campus.
- No grade of a student participating in a physical education class shall be adversely affected due to the fact that a student does not wear standardized physical education apparel when the failure to wear such clothing items arises from circumstances beyond the student's control. (EC 49066©.)
- Administration reserves the right to ban any apparel that can be interpreted as gang related.
- Exceptions to the dress code may be made for special days or special events with administrative approval (in writing) prior to the activity.
- Administration will have final decisions on all matters of dress.

2022-2023

Student Uniform Guidelines

Guía de uniformes para estudiantes

Elementary and Middle School
Escuela Primaria y Secundaria



Wonderful college prep academy™

Uniform Requirements / Requisitos de uniforme



Polo / Polo - Green polo with WCPA logo; undershirts may be black, forest green or white. | *Camisa verde polo con el logo de WCPA; las camisetas solo pueden ser negras, verdes bosque o blancas.*

Jackets / Chaquetas - WCPA issued jackets, sweaters or hoodies; black cardigan or sweater. | *Chaquetas, suéteres o sudaderas proveídas por la WCPA; suéteres o sudaderas color negro.*



Pants / Pantalones - Khaki or black pants, khaki shorts, or skirts with a flat front. | *Pantalones largos caqui o negro, pantalones cortos o faldas con frente liso caqui.*



Belt / Cinturón - solid brown or black, single pronged, leather belt. | *Cinturón de cuero color café o negro liso, con hebilla de un solo diente.*

Shoes / Zapatos - Shoes must have a closed front and back; socks must be solid forest green, black or white. | *Los zapatos deben ser cerrados; los calcetines deben ser de color verde bosque, negro o blanco liso.*

2022-2023

Student Uniform Guidelines

Guía de uniformes para estudiantes

Elementary and Middle School
Escuela Primaria y Secundaria



Wonderful college prep academy™

Unacceptable Items / Artículos inaceptables



No hoodies, sweatshirts or non-black jackets, or sweaters allowed. | No se permiten sudaderas, chaquetas o suéteres que no son completamente negros.



No skinny khakis, joggers or cargo pockets. Shorts and skirts must be longer than finger tips. No se permiten pantalones caqui muy ajustados, pantalones de gimnasia o pantalones cargo. Los pantalones cortos y faldas deben llegar a la altura de la rodilla.



Belts may not have designs or double prongs. No crocs; heels or wedges over two inches; moccasins and flip flops are never allowed. | Los cinturones no pueden tener diseños o dientes dobles. No se permiten crocs; tacones o plataformas de más de 2 pulgadas; no se permiten mocasines o chanclas.

2022-2023

Student Uniform Guidelines

Guía de uniformes para estudiantes

High School / Preparatoria



Wonderful college prep academy™

Uniform Requirements / Requisitos de uniforme



Polo / Polo - Black polo with WCPA logo; undershirts may be black, forest green or white. | *Camisa negra polo con el logo de WCPA; las camisetas solo pueden ser negras, verdes bosque o blancas.*

Jackets / Chaquetas - WCPA issued jackets, sweaters or hoodies; black cardigan or sweater. | *Chaquetas, suéteres o sudaderas proveídas por la WCPA; suéteres o sudaderas color negro.*



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2022-2023

Student Uniform Guidelines

Guía de uniformes para estudiantes

High School / Preparatoria



Wonderful college prep academy™

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Belts may not have designs or double prongs. No crocs; heels or wedges over two inches; moccasins and flip flops are never allowed. | Los cinturones no pueden tener diseños o dientes dobles. No se permiten crocs; tacones o plataformas de más de 2 pulgadas; no se permiten mocasines o chanclas.

General School Policies

Fines and Fees

Students must pay all fines owed in a timely manner. Grades, diplomas, transcripts and the graduation ceremony may be withheld if fines are owed to the school, unless such fines are prohibited under applicable law. (Education Code Sections 48904; 49014). Students may be charged for technology and textbooks checked out to them that have not been returned by the end of the year, or technology and textbooks that have been willfully cut, defaced, or injured (e.g., books returned with marks/graffiti or other damage), except for those students who are current or former foster children/youth or current or former homeless children/youth as defined in Education Code Section 49014. Refunds will be made for returned items with receipt. The amount of the refund will be the price of the technology, book or other WCPA property and accrued fines for willful damage to WCPA property. When a student or parent/guardian is unable to pay for any assessed damages, or to return property, WCPA will provide a program of voluntary work for the student in lieu of the payment of monetary damages in compliance with applicable provisions of the Education Code and Labor Code.

Bus Policy

Riding the bus is a privilege. In order to provide access to all students within the surrounding communities, WCPA will provide limited bus service for the 2022-2023 school year. All students riding the school bus must abide by WCPA's Student Behavior Honor Code. Any infractions are subject to disciplinary actions which also include loss of transportation privileges. Parents of students who wish to utilize the bus service must complete and return a signed Student Bus Form for each student riding the bus. For the 2022-2023 school year, only students with an approved bus form will be permitted to ride the bus to designated location. Student Bus Forms may be picked up at the school main office.

Bicycle Regulations

Students are allowed to ride to school on bikes, scooters, or skateboards while wearing a helmet. However, these may not be used on campus. They must be locked up in the designated area (bike rack) and picked up after school. WCPA is not responsible for lost or stolen property stored in the bike rack area.

Confiscated Items

All confiscated items will remain in the main office until the end of the school day when they must be picked up by a parent. Items not picked up will be donated to charity after 30 days.

School Related Events and Field Trips

All regular school rules and policies apply at school related events and while students are traveling to and from campus. School related events include, but not limited to, dances, sports activities, etc.

Closed Campus

WCPA has a closed-campus policy. Students are not permitted to leave campus during the school day unless they are picked up by a parent or designated emergency contact or unless it

is for another designated school activity. Parents should avoid delivering any food to students during school hours.

Leaving campus without permission is considered a serious infraction with legal and safety implications. Consequences are decided on a case-by-case basis by school administration consistent with the school's discipline policy.

Medication

Any student who needs to take medication (prescribed or over the counter) during the school day may be assisted by the school nurse or designee. For medication prescribed by a physician or surgeon, the school must first obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written request from the parent indicating the desire for the school to assist the student in the matters set forth in the statement of the physician or surgeon. For over-the-counter medication, the school must first obtain a written request from the parent indicating a desire for the school to assist the student in matters directed by a physician.

Athletics

In order to participate in athletics, students must complete an Athletic Participation Form. Students must have a completed physical for the current school year on file with the school and have parent/guardian consent. If at any time a student is no longer a member of a team – for athletic, disciplinary, or academic reasons – all equipment must be returned immediately. Students are financially responsible for all kept, lost, or stolen equipment. Any unpaid fees will result in documents, transcripts, and diploma being held, unless the student is subject to a fee exemption as provided in Education Code Section 49014.

Uniform Complaint Procedure

Should a parent/guardian have an issue that he or she feels has not been resolved by the school staff or administration, the parent/guardian should follow the Uniform Complaint Procedure set forth by the school. A copy of this procedure can be found on the school website at www.wonderfulcollegeprepacademy.org or a copy can be obtained in the administration office.

Notification of Rights under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. WCPA will comply with all requirements of FERPA. See WCPA's Annual Notification for additional information.

Student Early Release Policy

WCPA strongly encourages families to avoid removing students early from school so that they can take advantage of the entire instructional day. Additionally, the early removal of students during critical transition periods (including at the end of the school day) can impact dismissal logistics, therefore we will not release any students forty-five (45) minutes before school dismissal unless one of the following applies:

1. Student has a family emergency
2. Student has a medical appointment scheduled that requires early release within the 45-minute window of dismissal.

Please note under California law and WCPA policy three absences of 30 minutes or more qualifies as truancy. Failure to abide by these requirements may result in intervention as stated in the Attendance Policy.

Disruptions and Dangerous Instruments Policy

Campus Disruptions

The WCPA Board of Directors is committed to keeping its campuses free from disruptions and to keeping unauthorized persons from entering school grounds. The principal or designee shall provide for the prompt removal from school premises of any individual who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or causes property damage.

WCPA school site safety plans shall specify action to be taken, including specific staff responsibilities, when an individual is causing a disruption. School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of WCPA Board policy.

Gun-Free School Zone

WCPA is committed to maintaining a safe and secure environment for students, staff, parents, and community members. Consistent with the Gun-Free School Zone Act, possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds (Penal Code 626.9, 626.10). Possession of unauthorized weapons, including, but not limited to, dirks, daggers, ice picks, and knives, is also prohibited on school grounds.

In furtherance of maintaining a safe and secure environment, it is the policy of the Board that the possession, display, and/or use of firearms is strictly prohibited at any school-related or school-sponsored activity or on WCPA property including, but not necessarily limited to, school campuses, school buses, WCPA vehicles, and WCPA offices, unless such firearms are permitted pursuant to applicable law. Consistent with this policy, individuals who possess a valid Carry Concealed Weapon (CCW) license are prohibited from possession, display, and/or use of firearms while on school grounds or at school activities unless otherwise permitted by applicable law.

Anti-Bullying Policy

WCPA is committed to providing a caring, friendly school environment for all students so they can learn in a safe and secure learning atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all students should speak up and know that their bullying incident report will be dealt with promptly and effectively. WCPA is a TELLING school – this means that anyone who knows that bullying is happening is expected to tell a staff member immediately.

Everyone has an obligation to promote mutual respect, tolerance, and acceptance.

What Is Bullying?

Bullying is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by WCPA.

"Reasonable student" means a student, including, but not limited to, an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

"Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network internet website including, but not limited to:
- Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed under the definition of "bullying" above.
- Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed under the definition of "bullying" above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed under the definition of "bullying" above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of cyber sexual bullying.
- As used in this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described under the definition of "bullying" above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the provisions above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

Bullying can be:

- **Emotional:** Excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** Pushing, kicking, hitting, punching or any use of violence
- **Racial:** Negative or derogatory language/terms associated with a particular race, personal attacks, graffiti, gestures, or exclusionary groups (also to include ethnicity and immigration status)
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** Focusing on the issue of sexuality
- **Verbal:** Name-calling, sarcasm, spreading rumors, teasing
- **Cyber:** All areas of internet, such as email, social media, and internet chat room misuse. Mobile threats including text messaging or other associated technology, i.e. camera and video.

WCPA will not tolerate behavior that infringes on the safety of any student either in person or through other means including online. A student shall not intimidate, harass, or bully another student through words or actions.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Bullying behavior is not acceptable or tolerated at school. WCPA takes bullying seriously. Students and parents can be assured that they will be supported when bullying is reported.

WCPA expects students and/or staff to immediately report incidents of bullying to school staff. Staff who witness such acts should take immediate steps to intervene as soon as possible. This policy applies to all students during school hours (whether on or off campus), while on school grounds at all times, and when traveling to and from school or a school-sponsored activity.

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

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

School wide interventions

Strategies include implementing a school-wide anti bullying policy, a survey of bullying problems, increased supervision, school wide assemblies, and teacher training to raise awareness of children and school staff regarding bullying.

Classroom interventions

Strategies include establishing classroom rules against bullying, holding regular class meetings, and scheduling meeting with parents.

Individual interventions

This strategy consists of having individual conversations with students identified as either a bully or a target. Other practices are as follows:

- Take immediate action when bullying is observed.
- Respond in a timely manner to all reports of bullying.
- Provide protection for students who are being bullied.
- Establish support groups for both the targeted student(s) and the bully.
- Apply school rules, polices, and appropriate consequences.
- Teach parents/guardians to understand bullying and the consequences.
- Partner with law enforcement and mental health agencies.
- Promote a caring and supportive school culture.
- The WCPA charter allows for the suspension or recommended expulsion of a student engaged in an act of bullying.

WCPA has adopted a Student Code of Conduct to be followed by every student during school hours (whether on or off campus), while on school grounds at all times, and when traveling to and from school or a school-sponsored activity.

If you or a peer experience bullying, please report it to any adult on our school campus, a teacher or an administrator.

A copy of WCPA's Anti-Bullying Policy is available in the administration office and on WCPA's website at www.wonderfulcollegeprepacademy.org.

Anti-Discrimination Policy

WCPA desires to provide a safe school environment that allows all students equal access and opportunities in WCPA's academic, extracurricular, and other educational support programs, services, and activities. WCPA prohibits, at any WCPA school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to a school activity or to school attendance occurring within a WCPA school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

WCPA also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

Copies of WCPA's Non-Discrimination/Harassment Policy and Anti-Cyber Bullying Policy are available in the administration office and on WCPA's website at www.wonderfulcollegeprepacademy.org.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in WCPA policy is strongly encouraged to immediately contact the WCPA Superintendent or School Principal. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Upon receipt of any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, the WCPA Superintendent or designee shall investigate and respond to such complaint in accordance with WCPA's Uniform Complaint Procedure, a copy of which is available on the school website at www.wonderfulcollegeprepacademy.org or in the administration office.

Suicide Prevention Policy

WCPA has established a suicide prevention policy which addresses procedures relating to suicide prevention, intervention, and postvention. A copy of this policy is available in the

administration office and on WCPA's website at www.wonderfulcollegeprepacademy.org.

WCPA encourages students to notify school personnel (school counselor, school psychologist, or principal) when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Statements regarding suicidal intent shall be taken seriously. A trained WCPA staff member will proceed by ensuring the student is kept under continuous adult supervision and conducting a risk assessment to determine whether the threat is credible and the level of lethality in order to determine appropriate interventions and next steps. Parent/guardians will be notified any time a risk assessment has been conducted. Interventions for students with suicidal ideation can include, but is not limited to: developing a school safety plan, increasing adult supervision, referral to mental health services, and contacting local law enforcement to evaluate immediate danger. In the event that a student is hospitalized due to suicidal ideation, a re-entry meeting will be scheduled and held with the pertinent team members (i.e. an administrator, counselor, school psychologist, parent/guardian, etc.) to discuss additional safety precautions and strategies for support for the student's return to school

Parents are also encouraged to notify their child's principal or counselor in the event they either know or suspect their student is having thoughts of suicide or engaging in self-harming behaviors (i.e. cutting, scratching/pinching, burning themselves).

English Language Learners (ELLs)

A core part of Wonderful College Prep Academy's philosophy is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. The Academy will comply with federal, state, and county mandates and regulations regarding ELL education, re-designation and identification of EL students and equal access to the curriculum for English Language Learners.

Within thirty (30) days of the beginning of the school year (or when a new student enters mid-year), Academy staff will administer the state-required home language survey to identify students' level of English fluency. Academy staff will then use this information along with appropriate assessments to determine the level of support necessary for the student' language development.

Notification

Initial Notification

Parents will be notified within thirty (30) days upon receipt of initial assessment results if their child qualifies as an English Learner. Within this thirty (30) day window, they will receive a physical copy of the initial notification letter which will detail:

- English language proficiency results per domain (reading, writing, speaking, listening) and overall.
- Reclassification or exit criteria.
- Type of ELD supports provided by the school and/or district.

Annual Notification

Parents will be notified of their student's progress in English Language Development on an annual basis. Within thirty (30) days upon receipt of assessment results, parents will receive a physical copy of the annual parent notification letter which will detail:

- English Language Proficiency Results per domain and overall.

- Long Term English Learner status.
- Reclassification or exit criteria from the English Learner program.
- Type of ELD Supports provided by the school and/or district.

WCPA Student Behavior Honor Code

At WCPA, we want our students to know that they are part of a campus family and that each member has an important role to play in ensuring that everyone is safe and protected. As such, we expect that all students, as part of our community, adhere to the highest standards of academic, moral, and personal integrity. It is important that if our students see any act that violates our discipline or honor code, report these immediately to an adult on campus. Below are some guidelines of how we expect our students to conduct themselves:

- Students are to immediately report incidents of Academic Integrity Policy Violations to teachers, counselors, or administrators.
- Students are to immediately report incidents of Code of Conduct Violations to School Security, the School Counselor, or administrators.
- Students should never resort to violence and should work to resolve conflicts with their peers in a productive manner.
- Students help fellow students resolve problems peaceably.
- Students needing help resolving a disagreement, or students observing conflict will consult an adult either in the Principal's office or the School Counselor's office.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Students, staff, and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students. Based on the level of the infraction, it may become necessary to level the appropriate disciplinary consequence. The goal in assigning a consequence is to get students to reflect on their actions and how these actions affect other members of the school community.

Conflict Resolution

WCPA believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, WCPA will incorporate conflict resolution education and problem-solving techniques into the curriculum and campus programs. WCPA will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. The WCPA Student Code of Conduct is to be followed by every student during school hours (whether on or off campus), while on school grounds at all times, and when traveling to and from school or a school-sponsored activity.

Final Determination

No attempt has been made to include every detail of discipline as that would go beyond the

scope of this handbook. All final determinations in matters of discipline will be decided by the Principal.

Parents/guardians seeking any additional recourse must follow the Uniform Complaint Procedure referenced in this handbook. A copy of the Uniform Complaint Procedure may be obtained from the school website at www.wonderfulcollegeprepacademy.org or administration office.

Health and Wellness Policy

Wonderful College Prep Academy is committed to the optimal development of every student. We believe that students thrive when they have the opportunity to achieve personal, academic, developmental and social success. We achieve this success by creating positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

WCPA recognizes that in order for a student's body and mind to grow, learn, and be emotionally, mentally, and physically healthy, students need to be nourished with well-balanced nutritious foods and physical activity. Proper nutrition and exercise places students on a pathway for a lifetime of wellness. That is why WCPA has developed a comprehensive policy for health & wellness policy to support these areas. To read the full health and wellness policy visit: <http://www.wonderfulcollegeprepacademy.org/>.

Nutritious Free Meals and Beverages

WCPA is dedicated to providing well-balanced meals, which are cooked from-scratch and meet or exceed the USDA nutritional requirements. Breakfast, lunch, and snack options will be:

1. Made with carefully selected ingredients to provide for students' health, wellness and nutritional well-being.
2. Cooked and prepared to be delicious as well as nutritious.
3. Served in age-appropriate portions as mandated by CDE and USDA.

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. WCPA will make drinking water and infused flavored waters available where school meals are served during mealtimes.

Food from home must meet the USDA and State of California healthy food guidelines. Students are encouraged to bring:

- Water
- Fruits (apples, bananas, grapes, berries, mango, kiwi, etc.)
- Vegetables (carrots, cucumbers, bell peppers, celery, broccoli, green beans, etc.)
- Low-fat protein foods (turkey, chicken, fish, lean beef, beans, nuts, seeds, etc.)
- Whole grains (whole-wheat breads, whole-wheat tortillas, brown rice, etc.)
- Dairy (low and fat free cheese, and yogurt)

Prohibited Foods

While on campus and at school-based functions, students are prohibited from bringing foods that are not aligned with this policy, including foods void of nutrition, processed, and deep-fried such as:

- Fast food (including breakfast)

- High sodium foods (potato chips, Cheetos, Takis, hot fries, cup noodles, etc.)
- High sugar foods/drinks (smoothies, candy, donuts, pan dulce, chocolate, etc.)
- High starch foods (white rice, white breads)
- Soda and energy drinks (Monster, Rockstar, Red Bull, Coke, Sprite, Mountain Dew, etc.)
- Coffee drinks (Frappes, Macchiatos, etc.)
- Cake, candy, gum, chips and other junk foods

These guidelines apply to all activities before, during and after the instructional day including, school-based field trips, class parties, birthday celebrations, and school events. Students with prohibited food items on school campus or while at school related events and trips will be asked to dispose of the food by throwing it away in the trash.

Meal Periods

Students will remain on campus during lunchtime to encourage healthy choices. Lunchtime is for eating: therefore, students must prioritize eating. **Food is not permitted in the classroom** (unless required due to COVID protocols); eating in the classroom or on the way to class is not permitted. Students will have at least 10 minutes after sitting down to eat their breakfast and they will have at least 20 minutes after sitting down to eat their lunch.

Free of Cost School Meals

All school meals for students are free of charge. Meals are prepared from scratch in Harvest Hall to meet or exceed the USDA nutritional requirements. WCPA will ensure that school meals offered through the National School Lunch Program (NSLP), the School Breakfast Program (SBP) are:

- Accessible to all students for free;
- Appealing and attractive to children; and
- Served in a clean and welcoming environment

WCPA has enrolled in the California Universal Meals Program (California's State Meal Mandate has expanded to include both a nutritiously adequate breakfast and lunch for all children each school day. WCPA will provide three nutritionally-adequate free of charge meals each school day (breakfast, lunch, and supper) to all students, except on early dismissal days or days with a late-start where the number of meals provided may be reduced. To demonstrate our commitment towards health through nourishing foods and agriculture, WCPA also incorporates the following activities:

- Local and/or regional products are incorporated into the school meal program;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- Utilizes promotions or special events, such as tastings or cooking events that highlight local and regional products;
- Offers educational opportunities about how to grow and procure produce through our own Learning Farm.

Physical Activity

Being active is an essential part of being physically and mentally healthy. Students are

encouraged to engage in physical activity and learn about its benefits for lifelong wellness through the following opportunities:

Elementary School

- Daily Recess: All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which supervisors will encourage moderate- to-vigorous physical activity.
- Physical activity classes 90-149 minutes each week.
- Active Stretching/Physical activity breaks 3-5 minute breaks daily.
- Physical activity in aftercare.

Middle and High School Students

- Two academic years of physical education.
- Open track for informal lunch fitness.
- Organized team sports.
- Physical activity clubs.
- Intramurals or interscholastic sports.

Student Acceptable Use of Technology Policy

Technology resources at WCPA schools are provided for the purpose of supporting the educational mission of WCPA schools. The goal in providing these devices is to promote educational excellence by facilitating resource sharing, innovation, research, creativity, communication, increased productivity, and mobile learning.

Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including, but not limited to those stated in this handbook. It is understood that members of the WCPA school community will use all types of computing devices and the school's network in a responsible, ethical, and legal manner at all times.

WCPA will provide as many of the tools required for learning as possible. Students will have access to (Chromebooks or iPads), textbooks, and other learning materials. It is the student's responsibility to use and care for these items appropriately. If a textbook or other school property is willfully cut, defaced or otherwise injured or willfully not returned, the parent/guardian will be responsible for the damage or replacement. Except for former or current homeless or foster youth, a student's grades, transcripts or diploma may be held until all fees are paid or community service is completed,. Students are expected to come to class each day with all necessary supplies, and laptops are expected to be charged.

Computing Devices

Receiving Your Computing Device

Parents/guardians and students must sign and return the WCPA Acceptable Use of Technology Policy before the device can be issued to their child.

Device School Return

In the event the devices are loaned out to students, devices will be returned during the last week of the school year or in accordance with the school's check-in/out policy. Devices will be inspected and accessories inventoried for damages at this time.

Students who transfer, withdraw, are suspended or are expelled from WCPA schools during the school year must surrender the WCPA-issued Chromebook and any other WCPA-owned devices upon termination of enrollment.

Device Return Fines

Failure to return WCPA-issued devices will result in a theft report being filed by the school business office with the local police department. If a student fails to return a WCPA-issued device at the end of the school year or upon termination of enrollment at any WCPA school, that student and/or parent/guardian may be subject to criminal prosecution or civil liability. The student must also pay the replacement cost of the device, or, if applicable, any insurance deductible, unless the student is subject to a fee exemption as provided in Education Code Section 49014.

Furthermore, the student will be responsible for any willful damage to the device. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the device, unless the student is subject to a fee exemption as provided in Education Code Section 49014. In the event that the parent or guardian of the student is unable to pay for any damages, or to return the property, WCPA shall provide a program of voluntary work for the student in lieu of the payment of monetary damages, which shall comply with applicable provisions of the Education Code and Labor Code.

Maintenance of Devices

Students are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken to the WCPA IT Department for an evaluation of the equipment.

General Precautions

WCPA devices are school property and all users will follow this policy for all WCPA-issued technology.

- Cords and cables must be inserted carefully into the device to prevent damage;
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of WCPA schools;
- Devices must never be left in an unlocked cart, school cubbies or any unsupervised area;
- Students may not use “skins” or stickers to “personalize” their device. The device may get redistributed to another student in the event of student disenrollment or if a device requires repair.

Carrying Devices

The protective cases provided with the device have sufficient padding to protect the WCPA-issued Chromebook or iPads from ordinary wear and tear and provides a suitable means for carrying the device within the school or at home. The guidelines below should be followed for all WCPA-issued technology:

- Chromebooks and iPads should always be within the protective case with the lids in a closed position for all Chromebook use when being carried.
- Students should avoid placing too much pressure and/or weight (such as folders and workbooks) on the Chromebook screen or iPad.

Screen Care

The device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen. Guidelines for appropriate care of Chromebook and iPad screens include the following:

- Do not lean on the top of the device.
- Do not place anything near the device that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover. Clean the screen with a soft, dry cloth, microfiber or anti-static cloth. No harsh cleaners that can damage the surface of the device can be used.
- Do not “bump” the device against walls, car doors, floors, etc. as doing so could break

the screen.

Using Your Device At School

Devices are intended for use at school each day or at home should WCPA be in a distance learning environment. In addition to teacher expectations for device use, school messages, announcements, planners, calendars and schedules may be accessed using the device.

Technology Undergoing Repair

Loaner Chromebooks or iPads may be issued to students when an assigned device has been sent for repair. Upon completion of necessary repairs, students may not receive their originally-assigned device. The warranty provider or WCPA IT department may choose to swap the device with a refurbished model.

Passwords

Devices will be password protected. Students are prohibited from sharing this password with anyone else except their parents/guardians.

Screensavers/Background Photos

A standard screensaver or background will be pre-set on the Chromebook or iPad. Backgrounds that are considered, but not limited to, inappropriate, abusive, hateful, harassing, or sexually explicit in nature cannot be used as a screensaver or background photo.

Managing Your Files And Saving Your Work

Saving Work to Google Docs or Other WCPA -Approved Data Storage Solution

It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Chromebook malfunctions are not an acceptable excuse for not submitting work; therefore, students should back up all work.

Software On Devices

Originally Installed Software

WCPA schools will synchronize the device to contain the necessary programs for schoolwork. The software originally installed by WCPA must remain on the Chromebook or iPad in usable condition and be easily accessible at all times.

From time to time, the school may add or modify software programs for use in a particular course. Periodic checks of devices will be made to ensure that students have not removed required programs. Mobile, Chromebook and iPad device management profiles will audit the devices via remote checks that provide information on which application is installed on the device.

Inspection

Students may be selected at random to provide their device to WCPA personnel for inspection.

Procedure for Reloading Software

If technical difficulties occur or illegal software (non-WCPA programs) is discovered, the device will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a reformat or reimage. In this event, the student may lose the privilege of WCPA-issued technology use.

Software Upgrades

Upgraded versions of licensed software are available from time to time. Students may be required to submit their devices to the onsite technician or WCPA's IT department for periodic updates. Minor application pushes will be remotely installed via WCPA's device management software.

Requirements And Guidelines For Acceptable Use

WCPA-issued technology resources are not transferable or extendable by students to people or groups outside the school and terminate when a student is no longer enrolled at WCPA.

This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the user terms and conditions named in this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action shall be applied. This Student Acceptable Use of Technology Policy shall be applied to student infractions. Violations may result in disciplinary action up to and including suspension or expulsion for students. When applicable, law enforcement agencies may be involved.

WCPA is pleased to be able to offer individualized instruction to students through a variety of technological resources. In some instances, WCPA will offer educational websites or applications that utilize personal information of students, such as name, screen name, user name, etc., in order to provide the individualized instruction. A list of such websites and applications and links to their terms and conditions may be found on WCPA's website at www.wonderfulcollegeprepacademy.org.

Additionally, WCPA tries to avoid websites and applications that market or sell student personal information. Should such a website or application be utilized for educational purposes, it will be identified on WCPA's website and parents have the right to opt out of student use of such websites and applications.

Parent/Guardian Responsibilities

It is recommended that parents/guardians educate their children about values and the standards that they should follow that pertain to the use of the appropriate internet and all other digital media resources.

WCPA School Responsibilities

- Provide internet and email access to students.

- Provide data storage technology through Google Drive. These will be treated similar to school lockers. WCPA schools reserve the right to review, monitor and restrict information stored on or transmitted via school-owned equipment and to investigate inappropriate use of school resources.
- Provide staff guidance to aid students in doing research and help assure student compliance with this Student Acceptable Use of Technology Policy.

Students Responsibilities

- Use computers/tablets in a responsible and ethical manner. Obey general school rules concerning behavior and communication that apply to tablets/Chromebook use.
- Use all technology resources in an appropriate manner so as to not damage school equipment. Damages include, but are not limited to, the loss of data resulting from delays, non-deliveries, or service interruptions caused by the student's own willful misconduct.
- Help WCPA schools protect computer systems/devices by contacting an administrator about any security problems encountered.
- Monitor all activity on their account(s).
- Turn off and secure tablets/Chromebooks after use to protect work and information.
- Return tablet/ Chromebook to the school main office or assigned classroom at the end of each school year. Students who transfer, withdraw, are suspended or expelled, or terminate enrollment at WCPA schools for any reason must return their individual school tablet/Chromebook on the date of termination.
- Do not post personal identifiable information.

Strictly Prohibited Student Activities

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing school policy or law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports and other forms of student work.
- Use of any messaging services (e.g., SnapChat, Instagram, TikTok, Facebook, Twitter, Google Chat, MSN Messenger, ICQ, AIM, IMO).
- Non-educational games or games not approved by a teacher.
- Use of outside data disks or external attachments without prior approval from the administration.
- Changing or removing Chromebook or tablet settings or WCPA- loaded device management profiles (exceptions include personal settings such as font size, brightness, etc.).
- "Jailbreaking" the Chromebook/tablet or loading software that bypasses the system's original security measures or normal mode of operation.
- Spamming or sending mass or inappropriate emails.
- Gaining unauthorized access to other students' accounts, files, and/or data.
- Use of the school's internet/email accounts for financial or commercial gain or for any illegal activity.

- Use of anonymous and/or false communications via applications or software such as, but not limited to, Facebook Messenger, MSN Messenger, Yahoo Messenger, email, etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism of school equipment (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components).
- Transmitting or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing the WCPA school web filter through a web proxy.
- Creating, sending, accessing or downloading material which is abusive, hateful, harassing, or sexually explicit (e.g., engaging in inappropriate activity, such as, but not limited to, sending threatening messages on social media or other forms of cyber bullying); WCPA schools have a “zero-tolerance” position on harassment of any kind.

Student Information and Social Media Notice

Anytime a charter school considers a plan to gather pupil information obtained from social media, it is supposed to notify students and parents about the proposed program and provide the opportunity for public comment prior to adoption of the program.

While WCPA does not intend to make a practice of reviewing student social media accounts, from time to time WCPA may be required to investigate online content in response to a report of cyberbullying, threats, or other misconduct, in an effort to ensure a safe learning environment. Student safety is WCPA’s top priority and we welcome the opportunity to further discuss bullying prevention, the school safety plan, or any other issues related to WCPA’s investigation strategies at the annual Board meeting approving the school safety plan.

Adoption of Plan Related to Student Information and Social Media

Designated WCPA staff are granted the authority to conduct a reasonable investigation into alleged student misconduct, including an internet search of public content, which includes social media sites, as defined in California Education Code section 49073.6, for evidence of such misconduct. The purpose of such an investigation would be to protect the safety of WCPA students.

Any WCPA staff member who has not been designated with this authority should refrain from collecting or maintaining in student records any information collected from student social media pages without first seeking approval from a WCPA administrator and following proper procedures, including student/parent notification, and well as a public hearing prior to conducting such a program.

Care for Device

Students will be held responsible for maintaining their individual device and keeping them in good working order. Batteries must be charged and ready for school each day by following the check-in/out policy at the school. All students are responsible for assigned chromebooks and laptops on school grounds and their own personal belongings at all times.

Chromebook and iPad cases furnished by the school must be returned with only normal wear and no alterations to avoid paying a replacement fee. Students should not place any stickers or decals on their assigned devices.

Devices that malfunction or are damaged must be reported to the school main office. The school will be responsible for repairing devices that malfunction or are accidentally damaged. A device that is willfully damaged by the student outside of normal wear and tear will be assessed a replacement or repair fee as indicated in the "Replacement Costs" table below that will be borne by the student. Repairs may take between 1-2 weeks to complete.

Students are responsible for immediately reporting theft of or unauthorized access to WCPA-issued devices to the school's main office.

Legal Propriety

Students are responsible for complying with trademark and copyright laws and all license agreements. Questions regarding such compliance may be directed to a teacher, parent, or staff member.

Student Discipline

If a student violates any part of the above policy, they will be subject to the following disciplinary action, including but not limited to:

- **1st Offense** – Meeting between student and administrator to discuss appropriate use of technology policies and guidelines. Parent/Guardian will be contacted regarding incident.
- **2nd Offense** – Student will be placed in a school community service program, which shall comply with applicable provisions of the Education Code and Labor Code. Service will occur on school grounds and will include cleaning monitor screens, keyboards and other computer accessories.
- **3rd Offense** – Parent meeting with administrators to discuss corrective actions.

Protecting and Storing the Device

Asset Tags

All WCPA-issued technology is labeled with an asset tag and a number assignment. Asset tags may not be modified or tampered with in any way.

Storing the Device

When students are not using a WCPA-issued device, they should be stored in a tablet or laptop storage unit in each classroom, a designated charging cart, or the student's bag.

Devices Left in Unsupervised Areas

Under no circumstances should Chromebooks or tablets be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the lunchroom, computer lab, library, unlocked classrooms, and hallways. Any device left in these areas is in danger of being stolen. If a tablet is found in an unsupervised area, it will be taken to the school IT help desk.

Damage Responsibility

Parent(s) or guardian(s) will be held responsible for ALL willful damage to their child's WCPA-issued devices including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, inoperability, etc., subject to the student fee exemptions provided in Education Code Section 49014. Should the cost to repair the device exceed the cost of purchasing a new device, the student's parent or guardian will pay for full replacement value. Except for those exempted under Education Code Section 49014, students will be charged for willful damage to devices, including cases and cables as noted below.

Replacement Costs

Item	Incident	Damage	Fee (cost for parts or replacement incurred)
Missing Chromebook Key(s)	Repair	Willful damage rendering equipment unusable	\$2.50
Chromebook Keyboard	Replacement	Willful damage rendering equipment unusable	\$30.00
iPad Charger	Replacement	Willful damage rendering equipment unusable	\$25.00
Chromebook Charger (AC Adapter)	Replacement	Willful damage rendering equipment unusable	\$45.00
Chromebook Screen	Repair	Willful damage rendering equipment unusable	\$50.00
Chromebook Housing	Repair	Willful damage rendering equipment unusable	Up to \$100 (depending on the number of repairs needed)
Chromebook	Replacement	Willful damage rendering equipment unusable	\$275.00
iPad	Replacement	Willful damage rendering equipment unusable	\$330.00

Students should report any damage to the IT Help Desk immediately for further evaluation. Responsibility will be determined after the Chromebook or iPad is sent for repair. When a student or parent/guardian is unable to pay for any assessed damages, or to return property, WCPA will provide a program of voluntary work for the student in lieu of the payment of monetary damages, which program shall comply with applicable provisions of the Education Code and Labor Code.

Technology and Internet Safety

Internet Safety

In compliance with the Children's Internet Protection Act (CIPA), WCPA 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 WCPA. However, no software is foolproof, and there is still a risk an internet user may be exposed to a site containing such materials. A user who accidentally connects to such a site must immediately disconnect from the site and notify a teacher or administrator. If a user sees another user is accessing inappropriate sites, he/she should notify a teacher or administrator immediately.

WCPA will implement a mechanism to monitor all minors' online 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. WCPA reserves the right to monitor other users' 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 18 accesses their WCPA school account or the internet outside of school, a parent/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/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 permission.

Users shall not reveal on the internet personal information about themselves or about other persons. For example, users should not reveal their full names, home addresses, telephone numbers, school addresses, or parents'/guardians' names on the internet.

Users shall not meet in person anyone they have met on the internet in a secluded place or a private setting. Users who are under the age of 18 shall not meet in person anyone they have met on the internet without their parent's/guardian's permission.

Students are prohibited from utilizing WCPA-issued email accounts for non-educational purposes. All users are required to abide by WCPA's IT security policies.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to the usage or content of a school-issued device, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. WCPA may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student devices at school. Devices are subject to confiscation at any time and without prior notice. At no time will webcams be used to monitor students. By using a WCPA-issued device, students agree to such access, monitoring, and recording of their use.

Penalties for Improper Use of WCPA School Accounts

The use of a WCPA-issued 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, or criminal prosecution by government authorities. WCPA schools will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

Electronic Devices

General Provisions

Students are personally and solely responsible for the security of their personal electronic devices. WCPA does not assume responsibility or liability for the theft, loss or damage to any personal electronic devices, nor does it assume responsibility for the unauthorized use of any such device. Students and parents are encouraged to keep such devices at home.

No student shall photograph, videotape, record or reproduce, by any audio or video means, another student or staff member while on school premises without first obtaining the express consent of the student or staff member.

Elementary and Middle School (Grade TK-8) 9-12 Electronic Device Policy

Students in the elementary and middle schools may only use electronic devices (such as cell phones, smart watches, iPods, tablets, and other personal portable communication devices) before and after school. Such electronic devices must remain off and out of sight during school hours including during lunch. If a student uses any of these electronic devices on campus inappropriately or is a disruption to the student or learning environment during school hours, the device may be temporarily confiscated, and the student may be subject to further disciplinary action.

Notwithstanding the provision above, a student shall not be prohibited from possessing or using

a smartphone under any of the following circumstances: (1) In the case of an emergency, or in response to a perceived threat of danger; (2) when a WCPA teacher or administrator grants permission to a student to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator; (3) when a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student; and (4) when the possession or use of a smartphone is required in a student's individualized education program.

High School (Grades 9-12) Electronic Device Policy

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, the following cell phone/electronic device policy applies for grades 9-12 only.

- Students' use of cell phones, PDA's or other electronic devices during the school day is a privilege.
 - Abuse of this privilege may result in disciplinary action, including but not limited to, confiscation of the device, a guardian conference, and loss of extracurricular school privileges.
- The respectful, non-disruptive use of cell phones and other personal electronic devices is permitted during the lunch period and break period in designated areas and as set forth in the table below. Cell phone and other electronic device use in certain areas is strictly prohibited at all times. Please see the table below. As soon as the threshold of the classroom or any prohibited area is crossed during the school day, cell phones need to be put away and made undetectable (i.e., silenced without vibration). Teachers will expressly direct when device-use is permitted.
 - Violation of the cell phone rule as stated above will result in the confiscation of the device according to the following ladder of disciplinary action:
 - **First Offense** ~ the device will be held in the School office until the end of the school day. Students may pick up their device following a behavioral contract review of this policy at the end of the school day.
 - **Second Offense** ~ the device will remain in the main office until Friday. The Administrator will issue a receipt for the device and establish contact with a parent or guardian.
 - **Third Offense** ~ An Administrator will establish parent/guardian contact and the confiscated device will remain in the main office until it is picked up by a parent or guardian.

- Refusal to surrender a cell phone or other electronic device when directed to do so by a school staff member, teacher, or administrator is a violation of policy and our school's Code of Conduct. Insubordinate behavior may result in further disciplinary action.

The list below identifies acceptable and unacceptable electronic device use. This list is not exhaustive and school staff may direct appropriate electronic device use.

Location	Acceptable Use	Unacceptable Use
<u>Bus</u>	<ul style="list-style-type: none"> ● Listening to music with an one (1) earpod in at a level you can hear directions from the bus driver ● Looking at grades or submitted assignments 	<ul style="list-style-type: none"> ● Listening to music with both earpods or dual-ear headphones ● Playing music from your device ● Taking pictures or recordings, especially of others ● Making phone calls
<u>Classroom</u>	Cell phones are prohibited from use in classrooms and any other area in which academic work is being done, unless otherwise instructed by the teacher.	
	<ul style="list-style-type: none"> ● Individual teacher discretion appropriate to their class and content: <ul style="list-style-type: none"> ○ Listening to music with one (1) earpod or headphone while writing or completing work ○ Participating in NearPod, Kahoot!, etc. ○ Collaborating with other students 	<ul style="list-style-type: none"> ● Phones are not to be used during class unless directed by the teacher: <ul style="list-style-type: none"> ○ Having your ringtone or vibration on during class ○ Making phone calls ○ Playing music from your device ○ Taking pictures or recordings, especially of others ○ Texting
<u>Breaks</u>	<ul style="list-style-type: none"> ● Listening to music with one (1) earpod in at a level you can hear directions from the bus driver ● Looking at grades or submitted assignments ● Checking the news or messages 	<ul style="list-style-type: none"> ● Listening to music with both earpods or dual-ear headphones ● Playing music from your device ● Taking pictures or recordings, especially of others ● Making phone calls
<u>Restroom</u>	Phones are never permitted for use in Restrooms.	
<u>School Offices</u>	Phones are never permitted for use in School Offices.	
<u>Gym, PE, Health Rooms</u>	Phones are never permitted for use in physical education or health areas.	

Disciplinary Policy and Procedures

Student Behavior Expectations

Purpose

Wonderful College Prep Academy is committed to creating a physically, emotionally and mentally safe, structured environment in which all students can achieve. This commitment is made possible through social emotional learning and PBIS (Positive Behavioral Incentive System). This document clearly defines standards and expectations for student behavior and WCPA student intervention and response so that every student can achieve his or her academic and career goals.

A clear and consistently administered discipline policy is necessary to create a school in which learning is the primary focus. This is the primary goal of WCPA's disciplinary policy – to outline expectations, incentives, and consequences that promote responsible citizenship and a respect for all members of the WCPA community.

Philosophy

WCPA utilizes preventative practices and a continuum of restorative strategies to avoid counterproductive practices that limit a student's time in the classroom. Therefore, WCPA uses a three-tiered approach to support students in meeting behavior expectations. ALL students benefit from interventions which focus on building a safe, engaging classroom environment and address student incidents.

A student incident involves challenges or conflicts that fit into one of the following categories: interpersonal, intrapersonal, or community-based. There are small incidents and big incidents within each category below; how we respond to those incidents are all important.

When school staff and administrators respond to student misbehavior, they will take into account age, health, decision-making ability, the student's academic placement, the student's responsiveness to previous interventions, the student's desire to restore and be restored, and the impact of the incident on the school community.

Student Incident Response

An infraction is a violation of a behavior expectation. Defining infractions by color helps to distinguish between MTSS and Student Incident Response. While the two systems are interconnected, infraction levels do not directly correlate to MTSS tiers.

Disruptive student behaviors are behaviors that disrupt the learning process and can be categorized as follows:

Yellow	Orange	Red
Minor, low-intensity, or low-frequency incidents	Minor behaviors occurring at higher frequencies, repeated documented behaviors, or one-time instances of higher-intensity behaviors	More severe behaviors requiring due process and potentially exclusionary intervention

Yellow – Classroom Based Interventions

These interventions should be designed to support and maintain a positive relationship with students. When a teacher is able to respond appropriately to minor infractions, it fosters a sense of trust and respect.

Sample Interventions	Sample Consequences
<ul style="list-style-type: none"> • Redirecting students in a way that does not slow or disrupt instruction and maintains student privacy and mutual respect • Engaging in a discovery-based conversation with the student(s) • Making classroom environment modifications • Taking a break in the classroom 	<ul style="list-style-type: none"> • Helping clean the classroom • Coming back to class for recess to finish something • Writing an apology note • Loss of privilege, rewards, or preferred activity • Time spent practicing replacement behavior • Phone call home

Orange: Consultation or Outsourced Interventions

These interventions are designed to support the classroom teacher through collaborating with another staff member.

Sample Interventions	Sample Consequences
<p>Consultation Intervention:</p> <ul style="list-style-type: none"> • Another staff member to observe the student or teacher, • Restorative conversation facilitated by a trained professional/admin <p>Outsourced Intervention:</p> <ul style="list-style-type: none"> • Classroom break • Restorative lunch 	<ul style="list-style-type: none"> • Stepping out of the classroom • Sharing a reflection note with a family and/or a call home • Assigning detention

<ul style="list-style-type: none"> • Check-in/check-out system 	
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Red: Collaborative Intervention

Students who have committed red-level infractions have done something serious. It is critical not to forget students in this category need interventions too, perhaps the most.

Sample Interventions	Consequences
<ul style="list-style-type: none"> • Long-term behavior plan to specify goals and milestones monitored by behavior specialist • Home study to identify causes of extreme behavior • Law enforcement to develop a support plan • Special education collaboration • Family and/or mental health support to ensure outside access 	<p>Given that, by definition, this category of infractions will require exclusionary discipline.</p>

Illegal Actions

Some behavior is prohibited by law, and is therefore serious enough to merit highest disciplinary action, even on the first offense. These behaviors may require intervention from local law enforcement. This includes, but is not limited to:

- Acts of violence
- Assault/battery
- Threatening bodily or material harm to another individual
- Threats or acts of terrorism
- Possession of weapons of any kind
- Possession of drugs or alcohol
- Possession of vape pens and paraphernalia
- Possession of explosives
- Intentionally activating emergency response systems
- Lewd or obscene behaviors/conduct
- Sexual assault/harassment

Suspension and Expulsion Procedures

Pursuant to Education Code Section 47605(b)(5)(J), the charter, and the school Memorandum of Understanding with the Kern County Superintendent of Schools, the following procedure shall be adhered with regards to suspensions and expulsions.

Out-of-School Suspension (OSS) Schedule After the first out-of-school suspension for a specific behavior infraction, students will be placed on a suspension schedule as follows: 1 day, 2 day, 3 day, 5 day, and 5+ day OSS pending recommendation for expulsion. Level 3 infractions will result in no less than a 5 day suspension and no more than a 10 day suspension pending an expulsion hearing. 5+ day OSS will always be accompanied with an expulsion hearing.

Suspension and Expulsion Procedures

This suspension and expulsion policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Academy. When the policy is violated, it may be necessary to remove, suspend or recommend for expulsion a student from regular classroom instruction. This policy shall serve as the Academy's policy and procedures for student suspension and expulsion. In creating this policy, the Academy has reviewed Education Code Sections 48900 *et seq.*, which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. The Academy's proposed list of offenses are those for non-charter public schools included in Education Code Sections 48900 *et seq.*, and the Academy believes such list provides adequate safety for students, staff and visitors at the school and serves the best interests of the Academy's students and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, or willfully causing the infliction, of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or

different procedures. The Academy will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Academy for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the expulsion procedures described below before the effective date of the action. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the Academy or at any other school, or 3) an Academy-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period, whether on or off the school campus; or
- During, going to, or coming from a school-sponsored activity.

This list is preliminary and subject to later revision by action to the Academy board to amend it from time to time in order to ensure the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the schools pupils and their parents/guardians. Such revision may be made by action of the charter school board and without requiring a material revision to the charter.

Enumerated Offenses

The Academy's list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Superintendent or

designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference, and the conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when the Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student or parent/guardian fail to attend the conference. This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Following the conference, the Academy shall provide written notice to the student and the student's parent/guardian of the extension of the suspension.

Authority to Expel

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The student may request one postponement of the expulsion hearing for no more than 30 calendar days.

In the event an Administrative Panel hears the case, it will make a recommendation to the Academy Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled

testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

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

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

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

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence,

the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Academy Board of Directors, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

If the hearing is before an Administrative Panel, the Panel has three (3) days to decide whether to recommend expulsion. If the Panel decides to recommend expulsion, it must prepare findings of fact in support of the recommendation and submit the findings to the Board. The findings of fact and recommendation can only be based on the evidence presented at the hearing. If the Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

If the Administrative Panel recommends expulsion, the Academy Board of Directors must make its final decision to expel the student within ten (10) school days following the conclusion of the hearing. If the Board does not meet on a weekly basis, its decision whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

The decision of the Academy Board of Directors is final.

Written Notice to Expel

The Superintendent or designee following a decision of the Academy Board of Directors to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Academy.
3. Notice of the student's right to appeal the expulsion to the county board of education.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.

Disciplinary Records

The Academy shall maintain records of all student suspensions and expulsions at the Academy. Such records shall be made available to the County upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

Right to Appeal

The student shall have a right to appeal the Academy Board of Directors' decision to expel to the Kern County Board of Education in accordance with Education Code Sections 48919-48924.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available including, but not limited to, programs within the County or their school district of residence, if applicable, or Wasco Union Elementary School District, pursuant to an inter-district transfer arrangement.

Rehabilitation Plans

Students who are expelled from the Academy shall be given a rehabilitation plan upon expulsion as developed by the Academy Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Academy for readmission.

Suspended Enforcement of Expulsion Orders

The Academy Board of Directors may suspend the enforcement of an expulsion order for a period of not more than one calendar year. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must complete the terms of a Rehabilitation Plan in order to be eligible for readmission following expulsion. In order to ensure consideration of a student's readmission to the Academy, the student must submit an application for readmission, with information showing he or

she has completed all conditions of the Rehabilitation Plan, on or before the date provided in the student's Rehabilitation Plan.

The Board or the Superintendent may revoke the suspension of an expulsion order if either determines that a student has committed any act specified as a ground for suspension or expulsion in Education Code sections 48900 et seq, violated any Academy rules or policies, violated any state or federal laws, or has otherwise violated the terms of a suspended enforcement agreement entered into between the student and the Academy. If the Board or Superintendent revokes the suspension of an expulsion order, the student's expulsion will be reinstated immediately, without the right of an expulsion hearing or appeal. If the Superintendent revokes the suspension of an expulsion order, the revocation will take effect immediately, but must be later ratified by the Board. If the Board or Superintendent revokes the suspension of an expulsion order, the student may be expelled for the same duration as provided in the terms of the original expulsion order.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Academy Board of Directors following a meeting with the Superintendent and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent shall make a recommendation to the Academy Board of Directors following the meeting regarding his or her determination. The readmission process shall reasonably align with that used by local school districts and no student shall be denied readmission because the Academy does not have space available.

Translation

The Academy shall translate all written notices regarding a student's suspension and/or expulsion into the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. Upon request, the Academy shall also secure an interpreter during all meetings or hearings relating to the student's suspension or expulsion.

Discipline of Students with Disabilities

Students with disabilities will be disciplined according to the high standards set by the WCPA Code of Conduct except as mandated in applicable federal and state special education laws and regulations, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

On the rare occasions that severe infractions occur, the Principal can seek the removal of a student with a disability, as allowed by federal and state law, to an interim alternative educational setting in accordance with applicable federal and state special education laws and regulations. School administration will determine on a case-by-case basis, consistent with the IDEA and corresponding state special education law, whether a change in placement has occurred when a student is suspended due to a violation of the Code of Conduct.

For any disciplinary action that will result in a change of placement for a student with a Section 504 Plan or IEP, the student's 504 team or IEP team, as applicable, will determine whether the student's behavior is a manifestation of his or her disability within ten (10) school days of a recommendation for expulsion or

decision to change the student's placement. The team will determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of WCPA's failure to properly implement the IEP/Section 504 Plan.

Notification of County

The Academy shall immediately notify the County regarding any student with a disability or student who the Academy would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/Section 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting where the student has committed an offense involving a weapon, drugs or serious bodily harm as defined in 20 U.S.C. §§ 1415(k)(1)(G), 1415(k)(2), and 34 C.F.R. § 300.530(g).

Procedural Safeguards/Manifestation Determination

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

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

If the Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team make the determination that the conduct was a manifestation of the student's disability, the IEP team/Section 504 team shall:

- (a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that the Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

(b) If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and

(c) Return the student to the placement from which the student was removed, unless the parent/guardian and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent/guardian and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 Plan, then the Academy may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Academy agree otherwise.

Special Circumstances

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

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

(d) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

(e) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or

(f) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- (g) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Academy supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- (h) The parent has requested an evaluation of the student.
- (i) The student's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Academy supervisory personnel.

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

If the Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the educational placement determined by the Academy pending the results of the evaluation. The Academy shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Transportation Discipline

WCPA students are expected to abide by the Code of Conduct on transportation to and from school. Bus transportation is a privilege.

All Wonderful College Prep Academy policies apply while on or near a school bus:

1. Fighting (physical contact), fighting (verbal altercation), threatening behavior and/or harassment, of any kind is prohibited.
2. Possession or use of weapons, smoking, vape pens, laser pens, drugs, or alcohol is forbidden on or near a school bus.
3. Cross the street in front of the bus and only under the supervision of your bus driver.
4. Follow the instructions of your bus driver at all times.

5. Students are to remain seated and facing the front while the bus is in motion.
6. Keep your arms and head inside the bus at all times.
7. Profanity, indecent language, or obscene gestures are prohibited.
8. Any property defaced or destroyed on the school bus will be paid for by the student and/or parent/guardian.
9. Eating, drinking, and chewing gum are prohibited.
10. Spitting or throwing objects on the bus or out the window is prohibited.
11. Loud or boisterous noises, singing or whistling will not be permitted.
12. Glass objects, inflated balloons, cleats, radios, tape recorders, roller blades, skateboards will not be permitted.
13. Animals or insects (dead or alive) are not allowed on the bus.

California law governing school buses and school pupil activity buses (SPAB) "Holds the driver responsible for the orderly conduct of pupils while aboard the bus" (5 CCR 14103). It also states "a school bus or SPAB bus shall not be put into motion until all passengers are seated. All passengers must remain seated while the bus is in motion." (13 CCR 1217). This means that students cannot use the restroom facilities aboard a SPAB bus while the bus is in motion. Failure to abide by one or more of these rules shall result in the loss of bus riding privileges.

Each bus driver will be responsible for the bus and for all passengers at all times, except when students are under the sole jurisdiction of a faculty member at the activity or event that they are attending.

In cases where the School Principal or designee determines that the student behavior causes a danger to person or property, the student shall be immediately suspended from ridership.

Failure to comply with these rules will result in the following:

First Offense/Bus Discipline Write Up	Parent Conference Student behavior contract Five (5) school days lunch detention
Second Offense/Bus Discipline Write Up	Up to five (5) school days bus suspension
Third Offense/Bus Discipline Write Up	Bus suspension for the remainder of the school year

Incident Investigation Process

WCPA administration reserves the right to remove a student from school while any incident is investigated. This investigative removal will not be considered OSS.

WCPA administration will initiate investigations within 72 hours of receipt of a complaint alleging a violation of WCPA policies. In circumstances that may involve criminal violations, WCPA will report the incident to law enforcement in accordance with applicable law and WCPA policy and will cooperate with

law enforcement's investigation of the same.

The WCPA Statement of Incident Form will be used to take statements from involved parties. Statements should not be fabricated, per the Honor Code, and statements should NEVER be coerced.

The form asks the following questions:

- When did the incident happen?
- Where did the incident happen?
- Who was involved?
- Described what happened in specific, objective terms.
- Who saw it happen?

Students who are not proficient in English or are incapable of a written statement shall provide a spoken testimony of these questions to the Principal or their designee. The Principal or their designee will transcribe the students' responses.

Any accused and witnesses of the incident will be interviewed by administrators. Any additional statements will be documented. A summary of the investigation will be described to the family when the appropriate course of discipline is determined.

WCPA will attempt to complete and resolve investigations within 30 days of the date WCPA initiates the investigation. Following completion of its investigation, WCPA will notify relevant parties of the conclusions and findings of its investigation, as appropriate and to the extent authorized by law.

Detention Policy

Teachers may assign detention for discipline reasons in consultation with administration. The teacher may also elect to assign a detention to a student to make up a loss of attendance points or for being tardy to class. If the student fails to serve detention, the teacher may refer the student to the administration for further remediation.

Sexual Harassment

WCPA is committed to maintaining a safe learning environment that is free of harassment. WCPA prohibits the unlawful sexual harassment of any student by any employee, student, or any other person on WCPA campus or at any school-related activity.

Students who believe that they are the victims of harassment should see a WCPA staff person who will immediately refer the matter to an administrator. Prompt action will be taken to investigate and remedy the situation once the incident has been reported.

Any student who engages in sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action, up to, and including, expulsion.

WCPA prohibits retaliatory behavior against the person filing the complaint or any participant in the

complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals in the investigation of complaint shall not discuss related information outside of the investigation process.

A copy of WCPA's Student Sexual Harassment Policy is available in the administration office and on WCPA's website at www.wonderfulcollegeprepacademy.org.

COVID-19 Addendum

The global health crisis caused by COVID-19 has had unprecedented impacts on all schools. WCPA continues to monitor all emerging federal, state and local laws, regulations, rules, and guidance (“Authorities”). WCPA will continue to modify its policies and procedures to be in compliance with all applicable Authorities. Any new policies WCPA adopts will have the same effect as if fully set forth in this handbook and will supersede any contradictory policy or information within this handbook.

WCPA has adopted a COVID-19 Safety Plan, which includes WCPA’s health and safety policies for in-person instruction during COVID-19. The plan is consistent with applicable federal, state and local health and safety guidance. Copies of the COVID-19 Safety Plan for each campus are available in the administration office and on WCPA’s website at www.wonderfulcollegeprepacademy.org.

All WCPA students and staff are required to comply with the policies, procedures, and practices set forth in the COVID-19 Safety Plan. The plan will be updated frequently to implement the most up-to-date safety requirements and guidance.

If your child must miss school due to a COVID-19 diagnosis or quarantine, please contact the Student Services Manager at (661) 721-2887 to provide learning alternatives.

School-Family Partnership Agreement

Wonderful College Prep Academy cares deeply about you and your family. We believe parents play a vital role in their child's education and a valuable role in the overall success of our school.

Together, we will create a strong support network for your child by committing to the following:

1. Provide a **safe, nurturing, and supportive** learning environment.
2. Deliver a **rigorous, relevant and individualized** academic program, focused on literacy, science, technology, arts, agriculture, and math, to prepare your child for college and a thriving future.
3. Maintain **high academic** and **behavioral** expectations for your child and for all students.
4. Enforce school and classroom **rules fairly and consistently** to keep all students safe.
5. Provide **healthy meals** daily to fuel the body and mind.
6. Provide you with **clear, consistent, and timely** communication.
7. **Collaborate and partner** with you to make the best decisions for your child.
8. Host **college visits** throughout California to help high school students make the best college choice for our secondary students

The Academy encourages parents to:

4. Be your child's best **advocate**.
5. Ensure your child attends school **on time and prepared** each day, **in proper uniform with all necessary school supplies**.
6. Encourage, empower, and motivate your child to **meet and exceed academic and behavioral expectations**.
7. Communicate the message that your child is college-bound and reinforce a **college-bound culture** at home.
8. Consistently expect excellence from your child and encourage them to meet all **college eligibility requirements** throughout high school.
9. Make sure your child **completes their homework** every day.
10. Make reading a priority at home by reading together and/or making sure your child reads independently at least **20 minutes per night**.
11. Encourage your child to follow all **school rules and behavioral expectations**.
12. **Communicate** regularly with teachers and school counselors and attend **parent conferences**.

13. Ensure your child **attends extra-help or tutoring** sessions outside of regular school hours, when needed.
14. Participate in **parent workshops** and attend Wonderful College Prep Academy-sponsored events, whenever possible, to support your child’s college and career journey.
15. Make your **child’s health and wellness a priority** at home by promoting healthy eating, healthy physical activity, consistent sleep, and a healthy mindset.

I acknowledge that I have read the Student-Family Partnership Agreement and will honor all commitments with Wonderful College Prep Academy.

Student: _____ Signature: _____

Date: _____

Parent/Guardian: _____ Signature: _____

Date: _____

School Leader: _____ Signature: _____

Date: _____