



# Aurum Preparatory Academy

A Quality Education is a GOLDEN Opportunity

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## FAMILY HANDBOOK

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This document includes Aurum Preparatory Academy's  
**Code of Conduct, Bullying Prevention and Intervention Policy**



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# Aurum Prep

## 1.01 Our Mission

Through rigorous instruction and positive character education, Aurum Preparatory Academy educates all students in grades 6 through 8 to succeed in high school, college and life, and serve as the next generation of moral leaders.

## 1.02 Our Vision

Aurum Preparatory Academy is a high expectations, high achieving school that replicates the successful models of other high performing charter schools across the country. Within an achievement-oriented culture in which expectations are clear and routines are consistent, and in which the joy of learning, the power of intellectual curiosity, and the development of life-building values are at the center of our seamless 6-8 school, all learners build the skills, knowledge, and character required for college and professional success and a life of positive community engagement.

## 1.03 Our Core Values

We are a values-driven organization and we will instill within our students the character traits necessary to succeed in college and beyond. Our character development program is informed by our GOLD values:

## Graduate Profile



|   |  |                         |   |   |
|---|--|-------------------------|---|---|
| G |  | Growth                  | Students will work hard, use good strategies, honest self examination and input from others to continually learn and improve. | <p><i>"It's not that I'm so smart, it's just that I stay with problems longer" – Albert Einstein</i></p> <ul style="list-style-type: none"> <li>· We set ambitious goals.</li> <li>· We reflect and revise.</li> </ul>  |
| O |  | Optimism and Courage    | Students will set goals and work towards them through adversity, with the expectation of achieving the best results.          | <p><i>"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." – Dr. Martin Luther King, Jr.</i></p> <ul style="list-style-type: none"> <li>· We take risks.</li> <li>· We access our agency.</li> </ul>    |
| L |  | Leadership and Learning | Students will acquire knowledge and skills and work together to inspire enthusiasm and growth in others.                      | <p><i>"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." John Quincy Adams</i></p> <ul style="list-style-type: none"> <li>· We find opportunities for leadership.</li> <li>· We collaborate and communicate.</li> <li>· We think critically.</li> </ul> |
| D |  | Designing               | Students will conceive of and implement something new.  | <p><i>"Design is the process of expending considerable time, thought and energy into making something that looks and feels effortless." -Christopher Anton</i></p> <ul style="list-style-type: none"> <li>· We create.</li> <li>· We innovate</li> </ul>  |

At Aurum Prep, we are committed to the wholistic development of our students. Through our rigorous academics and our core values, students will graduate with the knowledge, skills, and mindsets to succeed at the college of their choice and will be positive, engaged members of their communities. Our core values form the basis for many of the policies outlined in this handbook.

## Responsibility and Accountability

### 2.01 Responsibility and Accountability Statement

The Aurum Prep Student and Family Accountability Contract, reprinted on the following pages, represents some of the most important responsibilities for being a member of the Aurum Prep community. For our students, this contract provides an overview of what being an Aurum Prep student is all about. For our families, the contract outlines some of the specific expectations the school will hold you to in order to help us provide the best possible education for our students. The Aurum Prep faculty and administration will, in exchange, work tirelessly to provide students with a seamless 6-8 school, where all learners build the skills, knowledge, and character required for college and professional success and a life of endless opportunities.

### 2.02 Aurum Prep Student and Family Accountability Contract

When you joined the Aurum Prep community, you joined a team of people committed to your student's success. To achieve our mission of preparing all 6-8 grade students to succeed at the college of their choice and to be positive, engaged members of their communities, we must work together. We are committed to ensuring that families and students have a full and clear understanding of our team's responsibilities and commitment to educating your student(s). Please review the Aurum Prep Student and Family Accountability Contract for additional and specific information.

### SCHOOL COMMITMENT

#### HIGH QUALITY EDUCATION

- We will work to ensure that our school community always operates in accordance with our mission, vision, and core values.
- We commit to providing a structured, joyful, and supportive school community that holds students to high expectations for academics and behavior by employing consistent, school-wide systems, structures, and routines.
- We will have longer school days, and a longer school year, in order to offer students extra help and support, and always offer our students the best we have.

#### RESPECT and FAIRNESS

- We will teach and enforce Aurum Prep's GOLD values consistently and fairly.
- We will encourage and respect every student. We will listen to students and their needs. We will not tolerate students disrespecting one another.
- We will communicate with families when students fail to meet expectations just as when they exceed expectations. Decisions, including consequences, will be made in the best interest of our students.

- Students will earn recognition, incentives and privileges both when they perform well academically and when they model our GOLD values. Likewise, they will receive consequences if they do not meet academic or behavior standards.

## COMMUNICATION

- We will communicate regularly with families about their child’s progress and make ourselves available in person and over the phone.
- We recognize that parents will initiate communication with our team and we commit to returning parent phone calls and e-mails, within a 24-48-hour time frame to ensure we are always aligned on their student’s progress.

## HOMEWORK and ACADEMIC SUPPORT

- We will assign quality homework to reinforce and support skills and concepts learned in class.
- We will support students with excellent teaching.

## SAFETY

- We commit to providing a safe learning environment for your student and will work diligently to protect the safety, dignity, and rights of all individuals.

## PARENT/GUARDIAN COMMITMENT

### ATTENDANCE and PROMOTION

- I will ensure that my student comes to school every day on time by 7:50 a.m.
- I will not schedule family vacations during school time. I will do my best to schedule important appointments for out of school time.
- I understand that my student will be automatically retained if s/he fails three (3) or more core academic classes, or is absent for eighteen (18) days or more of the school year. If my child fails one (1) class, s/he must successfully complete at least 4 Aurum Prep guided tutorial staff office hours after school or during Saturday School and pass the exam in order to be promoted to the next grade level.

### HOMEWORK and ACADEMIC SUPPORT

- I will provide a quiet place to study and see that my student completes homework and 25 minutes of independent reading nightly.
- I will check my student’s homework (including DEAR Journal) every night. If Aurum Prep standards have been met, I will sign my student’s homework.
- I will help my student study for tests/quizzes, give them support when they need help and praise them when they do well.
- I will arrange for my student to be at Saturday School if assigned by my student’s teacher(s).

## BEHAVIOR and DRESS CODE

- I understand that my student will serve Friday Extension instead of clubs if his/her weekly GOLD Report is below a 80.
- I understand that my student will be in "In-Class Support" or "Out-of-School Suspension" if s/he violates the Code of Conduct and I will be required to come into school for a family meeting. I understand that my child may be subject to expulsion if s/he is found to be in violation of California laws governing the terms for expulsion from school.
- If my student's behavior breaches our school's Code of Conduct, GOLD values, or other school guiding principles and I am asked to come to school immediately, I will commit to meeting this obligation. If my student receives an Out-of-School Suspension, I will remove my student from the building until my student has fulfilled the terms of his/her suspension.
- I understand that the school follows a strict bullying prevention and intervention policy and if my student violates that policy, s/he will receive the associated consequences outlined in said policy.
- I will send my student to school in proper uniform attire every day. If my student arrives out of uniform, I will arrange for a family member to bring him/her the proper attire.

## FAMILY SUPPORT and COMMUNICATION

- I agree to work as part of a team with the Aurum Prep staff to achieve the academic success and behavioral growth of my student.
- I commit to returning phone calls, reviewing, and signing any and all documentation sent home, including but not limited to progress reports and GOLD Reports.
- I will attend parent-teacher conferences and meetings about my student's academic and behavioral trajectories.

## STUDENT COMMITMENT

### EFFORT and HELP

- I understand that my education is paramount. Being a student is my job. I will always work, think, and behave in the best way I know how.
- I will do whatever it takes to advance my learning and to lean into the GOLD values of Aurum Prep. I will do all homework diligently and on time, I will ask questions and seek to understand, and I will work to exceed the school's expectations.
- I understand that productive failure is part of the learning process and I will seek to learn from my mistakes so as to work to be successful next time. If I need help, I will ask for it.
- I will do what I can to help support the learning of my fellow students and commit to being a productive member of our collaborative school community. I will not criticize

or ostracize my peers, rather I will offer help when I can give it and provide encouragement when the opportunity to do so arises.

### ATTENDANCE and UNIFORM

- I will come to school ready to learn by 7:50 a.m. in order to complete my morning responsibilities and be seated by 8:00 a.m.
- If I need to miss class or school, I will ask for and make up all assignments. I will stay after school if/when I am required to do so.
- I will wear the proper uniform every day and remain in uniform throughout the day.

### COMMUNICATION

- I will listen to directions. I will read and re-read directions before asking for help. If I cannot solve the problem myself, I will raise my hand and ask for help. I will help my classmates if they need help. I will not make excuses. I will be honest with my teachers and myself.

### RESPONSIBILITY and HONESTY

- If I make a mistake, I will tell the truth and accept responsibility for my actions. I will do the right thing, even when no one is watching.

### G.O.L.D. EXPECTATIONS

- I will respect my teachers, my peers, and myself. I will refrain from all disrespectful behavior including smacking teeth, rolling eyes, etc.
- I understand our GOLD expectations and will embody them every day. I will follow the school rules to protect the safety and rights of all individuals and not detract from the educational opportunities of others. I'll accept the consequences if I don't meet our GOLD expectations.

-----  
Student Name (Printed)

-----  
Student Signature

-----  
Parent Signature

-----  
School Representative Signature

## School Policies and Procedures

### 3.01 School Calendar and Closings

Our annual calendar is driven by our college preparatory mission and the needs of our students and staff.

Providing extended instructional time within an extended school year, we will operate on a trimester schedule and provide 185 total days of instruction calendar, including five days of student orientation, and 10 days of Saturday Math Academy for students struggling to meet math standards and who need more remedial supports. We provide 10 days of Summer Academy for all students struggling to meet academic requirements for the year in one or two core subjects, at the conclusion of which students must pass a comprehensive assessment in the subject(s). We exceed the number of instructional days as required. The first day of school will be August 13, 2018, and the last day of school will be June 7, 2019.

### 3.02 School Hours

Monday- Tuesday and Thursday- Friday, the regular school day runs from 7:50 a.m. until 3:45 p.m.

On Wednesday, the regular school day runs from 7:50 a.m. until 1:30 p.m. Students who have a score of less than 80 on their weekly GOLD Report will serve Friday Extension.

School doors are open Monday - Friday starting at 7:50 a.m. with Breakfast and Brain Breakfast Academics. Advisory will begin at 8:00 a.m., and academic classes will begin at 8:30 a.m. Each day except for Wednesdays, school dismisses at 3:45 p.m. On Wednesdays, school dismisses at 1:30 p.m.

The school building will open to students at 7:45 a.m. Monday - Friday. **All students should arrive by 7:50 a.m. in order to submit their homework and be seated by 8:00 a.m.** On Monday-Tuesday and Thursday-Friday, students should not be on school grounds after 4:00pm without permission from the school, or unless they are participating in the after-school program. On Wednesdays, students should not be on school grounds after 2:00pm without permission from the school or unless they are participating in the after-school program.

See sample student schedule on next page.

**Aurum Prep Daily Schedule DRAFT - Middle School**

| <b>Monday – Friday (Except Wednesday)</b> |       |   |
|---|-------|---|
| 7:45                                      |       | Arrival   |
| 8:00                                      | 8:30  | Morning Advisory / Accountable Independent Reading (DEAR) |
| 8:33                                      | 9:48  | Period 1  |
| 9:48                                      | 9:58  | Break   |
| 9:58                                      | 11:13 | Period 2  |
| 11:16                                     | 11:56 | Focus Period  |
| 11:59                                     | 12:39 | Lunch   |
| 12:39                                     | 1:54  | Period 3  |
| 1:57                                      | 3:12  | Period 4  |
| 3:15                                      | 3:45  | Book Club   |
| 3:45                                      |       | Dismissal   |

| <b>Wednesday (Early Dismissal/Professional Development)</b> |       |               |
|---|-------|---------------|
| 7:45  | 8:00  | Arrival       |
| 8:00  | 8:30  | Advisory      |
| 8:33  | 9:33  | Period 1      |
| 9:36  | 10:36 | Period 2      |
| 10:36   | 10:46 | Morning Break |
| 10:46   | 11:46 | Period 3      |
| 11:49   | 12:27 | Lunch         |
| 12:27   | 1:25  | Period 4      |
| 1:25  | 1:40  | Dismissal     |

### 3.03 Attendance

Given the fast pace and high rigor of Aurum Prep’s curriculum, missing a school day at Aurum Prep can have a detrimental effect on a student’s learning. Regular attendance is required.

Parents are expected to ensure that their child is in school so please do not allow your student to miss a day of school except for cases of serious illness. Excessive absences will be considered a violation of the Aurum Prep Student and Family Accountability contract. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of early dismissal on Wednesdays, as well as half-days and vacations, to schedule appointments and travel.

For their own safety, students must be picked up by a parent, guardian or designated emergency contact person in order to be dismissed prior to 3:45 p.m. A note or phone call requesting that a student be dismissed on his/her own is not sufficient and will not be honored. This policy applies to all early dismissals,-including appointments and illness.

Likewise, if a student needs to be sent home due to a behavioral infraction, a parent/guardian must come to the school, meet with the Executive Director and/or Director of Curriculum and Culture, and remove the student from school grounds. Incomplete Day consequences apply in cases of suspension. Students being sent home for behavioral infractions will not be dismissed unless the parent or guardian has physically come to the school (please see Code of Conduct for more details), or unless certain rare exceptions apply.

**All student absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc. count as absences.** Exceptions are made for court-mandated appearances with proper documentation and religious observances. Additionally, students are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply.

In order to help ensure that students do not exceed ten (10) absences, Aurum Prep has certain support policies in place. They are detailed below:

- At five (5) student absences, Aurum Prep will contact the family in writing.
- At seven (7) student absences (or five (5) absences within the GOLD academic quarter), Aurum Prep will require a meeting with the student’s family and advisor, during which an Attendance Contract will be established aimed at ensuring attendance patterns improve.
- At ten (10) student absences, Aurum Prep’s administration will require a family meeting to discuss violation of the Attendance Contract.

- The school reserves the right to retain any student who exceeds ten (10) absences.
- Students who are absent for any reason will lose GOLD Points on their weekly GOLD Report.
- In cases of truancy, Aurum Prep may report the student and/or family to certain state agencies or file an official complaint with the court.

Students who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence unless the school has given advance permission.

Aurum Prep keeps accurate records of attendance and will make the records available for inspection as needed. All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

If a student is absent for ten (10) consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that student may lose his or her seat at Aurum Prep and may be considered disenrolled from the school.

### 3.03.1 Incomplete Days: Lateness and Early Dismissal

At Aurum Prep, if a student does not complete a full school day, s/he is assigned an Incomplete Day. If a student misses 3 hours, for any reason, s/he is assigned an Incomplete Day. If a student is dismissed early and misses 3 hours or more, for any reason, he/she is assigned an Incomplete Day.

Incomplete Days due to traffic, medical appointments, family emergencies etc., constitute unexcused absences.

Aurum Prep may excuse Incomplete Days in cases of court-mandated appearances, if proper documentation is provided, disability related appointments and religious observances. Please use Wednesday afternoons, half days and early dismissals as times to schedule medical and other appointments.

Late students must check in at the main office before reporting to class. Students must arrive prior to 12:00 p.m. on Monday-Tuesday and Thursday - Friday or 11:00 a.m. on Wednesday in order to be marked as a "late arrival" vs. a full-day absence. Students who arrive after 12:00 p.m. on Monday-Tuesday and Thursday - Friday or 11:00 a.m. on Wednesday are marked as a full-day absence unless the student returns to school with a note from a medical or legal professional. If the student does arrive after these stated times, but does so with a note from a medical or legal professional justifying this greater-than-half-day absence, their time away from school will be marked as a "late

arrival." This policy ensures that students who are marked present are in class for a significant portion of the academic day.

Students leaving early must check in with the main office before leaving.

Excessive Incomplete Days are not tolerated. In order to ensure that students show up on time and do not leave early, the school has clear consequences for student lateness and early dismissals.

- Every five (5) Incomplete Days count as one absence within Aurum Prep's attendance policy.
- At ten (10) Incomplete Days (or five (5) Incomplete Days within the GOLD academic trimester), Aurum Prep's administration will require a meeting with the student's family and advisor, during which a Punctuality Contract will be established aimed at ensuring the student's attendance patterns improve.
- Once a student reaches ten (10) Incomplete Days, each subsequent tardy will result in a student meeting with the Director of Curriculum and Culture, a phone call to the family, and an automatic detention.
- At 20 Incomplete Days, Aurum Prep's administration will require a family meeting to discuss violation of the Punctuality Pledge.
- Students who have an Incomplete Day lose GOLD Points on their weekly GOLD Report.

### 3.04 Dress Code

Aurum Prep has a dress code and it applies during all school days and all school-sponsored events.

The Aurum Prep dress code has been adopted to help foster the exact environment we seek at the center of our vision – one dedicated to the joy of learning, intellectual curiosity, and strong values.

Specifically, our dress code serves to:

- foster a sense of school identity and community;
- prepare students for the expectations related to professional attire that future institutions, organizations, and employers will have;
- ensure that our students focus on learning instead of clothing;
- increase school safety and security by making the presence of visitors/outside immediately apparent;
- reduce the cost of clothing for families.

#### 3.04.1 Enforcement of Dress Code Policy

It is the goal of the school to have a dress code that makes meeting school attire policy as simple as possible for students and their families.

As is true with all of Aurum Prep's policies, the dress code policy is strictly enforced. Although it may seem as if minor infractions such as breaches in dress code should not raise concern, we cannot allow deviations from this code. Our staff does not have the time to inspect every item for acceptability or exception. If the policy states "shoes should be all black," it is expected that all students arrive with black shoes only. It is important that students adhere to the same code. We hold true to the integrity of this policy and all those set by our school and, as such, will not make exceptions for one or multiple students. Please read the code thoroughly and purchase school clothing accordingly. We have tried to make the policy clear and detailed in order to reduce ambiguity and will ensure it is enforced consistently. Families who have concerns or questions should contact the school immediately.

Parents of students who are not in dress code will be asked to bring the proper attire to school. In addition, dressing inappropriately may result in disciplinary consequences.

#### 3.04.2 Purchasing of Clothing

There are two uniforms at Aurum Prep. They are the Regular School Uniform and the Fitness Uniform. Every student is required to have both. Students wear the Fitness Uniform on days they have Physical Education.

Families may purchase all uniform items at the Bancroft Uniforms store. The official Aurum Prep polo, fitness shirt and sweatshirt which **MUST BE** purchased from Bancroft uniform and **MUST** have the Aurum Prep logo printed on them. Bancroft Uniform is located at 590 Dutton in San Leandro and can be contacted by calling 510.638.1622.

Families may choose to P.E. shorts, pants, and skorts from other vendors but the color of said items must exactly match these items offered by Bancroft.

#### 3.04.3 School Dress Code Policy (for Boys and Girls)

Mandatory Items – School Dress Code (Every student must have the following items.)

- Navy blue, short-sleeved polo-style shirt from Bancroft Uniforms.
- Khaki pants, such as Dockers (straight leg or regular fit only).
  - Students may not wear pants that are low-rise, flare, bell-bottom, cargo (more than two front pockets and two back pockets), carpenter, or wide-legged, overly tight or baggy, or made of denim or corduroy.
  - Students may not wear clothing with logos, unless it is the Aurum Prep logo or a small dress pant logo (i.e. Dockers) on the rear pocket. No other logos are allowed.
- Black belt. Belts must look professional and must be all black. They may not be overly wide. Buckles must be professional and not oversized or distracting.
- Black or white socks. Socks must be solid colors with no patterns or logos.
- Black dress shoes or sneakers. Shoes must be 100% black. (If they are not we will use a black marker to color in any other colors).
- Shoes must be tied and Velcro must be fastened at all times.

#### 3.04.4 Optional Items – School Dress Code

Students may choose to wear the following in addition to the mandatory school dress code. (All items below may not have any logos except the Aurum logo.)

- Navy blue crewneck sweatshirt with or without Aurum logo.\*
  - We recommend that each student own a sweatshirt, fleece, or sweater to ensure they are comfortable in class, as temperatures can fluctuate slightly.
  - Only Aurum sweatshirts are allowed to be worn in classrooms.\*
- Navy fleece with or without Aurum logo.\*
- Navy crewneck sweater, with or without Aurum logo.\*
- White undershirt. All undershirts must be white should not be visible beneath the Aurum uniform polo.

All items with an asterisk (“\*”) are available through Bancroft Uniforms.

#### 3.04.5 Fitness Dress Code Policy (for Boys and Girls)

Mandatory Items – Fitness Dress Code:

- Navy blue t-shirt with Aurum logo.\*\*
- Blue or black shorts
- Black or white athletic socks with no patterns or logos.
- All black sneakers. It is required that fitness shoes meet the same standard as sneakers for the academic uniform. They must be all black, with no colored logos or metal.

\*\*Parents MUST PURCHASE the navy t-shirt with Aurum’s logo and blue sweatpants with Aurum Prep’s logo from an approved vendor.

#### 3.04.6 Optional Items – Fitness Dress Code:

- Navy crewneck sweatshirt with or without Aurum logo.\*
  - This may be the same as the sweatshirt from the School Dress Code
- Blue or black shorts
  - Shorts must be appropriately sized.

\*Optional items are available from Bancroft Uniform, but families are not required to purchase them from Bancroft Uniform.

#### 3.04.7 Other Dress Code Specifics

- Students may not wear clothing with logos, unless it is the Aurum logo.
- Clothing must be sized appropriately to fit the student. Clothes may not be too big or too small.
- All undershirts must be white and fit completely under the school uniform (sleeves of the undershirt may not show under uniform). This includes thermal undershirts, long sleeve undershirts and turtlenecks. Fitness t-shirts are not allowed as undershirts.

- Students may not wear clothing with significant stains (e.g. large ink blots, food stains, etc.).
- Students may not alter their clothing in any way (e.g. writing/drawing, cutting, etc.)
- Students who wear the wrong uniform for a given day (i.e. wearing the Fitness Uniform on a day on which they should wear the School Uniform or vice versa) are considered out of uniform.
- Once students enter the school building, wearing of hats, bandanas, kerchiefs, or jackets is not permitted. Hats worn in the school building will be confiscated.
- Students may not wear accessories that are unprofessional, distracting or potentially unsafe. Any clothing or accessory that might disrupt learning or that does not conform to standards of health, safety and cleanliness is not allowed.
  - excessive jewelry, including but not limited to tongue rings, eyebrow rings, glitter, and press-on nails.
  - earrings must be professional, with no writing, and may not be wider than one inch (the size of a U.S. quarter) and no longer than two inches from ear lobe to end of earring.
- Chains and necklaces may only be worn beneath students' shirts, and may need to be removed during P.E..
- Bracelets containing inappropriate content will carry consequences including but not limited to demerits, detentions, out of school suspensions, etc and may be confiscated and returned to the child's parent or guardian at the end of the school day.
- When students enter the school building, they must be in the proper uniform and must remain in proper uniform while on school grounds until dismissal.
- Shirts must be tucked in, shoelaces must be tied and Velcro must be fastened at all times.
- Students may not use headphones/music equipment (e.g. CD-players, iPods, etc.), or cell-phones while in the school building, even if it is before or after school, unless granted permission by an administrator. These items will be confiscated and the student will be subject to disciplinary consequences if violations occur.

#### 3.04.8 Dress Code Exemptions

Exemptions to the uniform dress code shall be permitted when the dress code's requirements infringe upon a student's sincerely held religious belief. Exemptions from the dress code for religious reasons must be appropriate and approved by the Executive Director.

#### **3.05 Homework Policies**

Homework is an essential component of Aurum Prep's academic program. Students have four (4) daily responsibilities related to homework:

- Students track all homework assignments using their grade specific organizational system.

- Complete all homework assignments to the high standards set forth by the school.
- Read independently for 25 minutes
- Show completed homework assignments to a parent and receive signatures only if the parent feels that the completed homework meets Aurum Prep's high standards

All homework assignments are collected each morning when the school day begins. If a student is late, they receive a 5-point attendance-related deduction for being late. If a student is late and has not turned in homework by the time the teacher picks up the homework folder, the teacher will record this assignment as Not Turned In.

When the student arrives late to school, they will turn in all of their homework to the Office Manager. The Office Manager will review the homework, mark it with a late stamp, determine the appropriate assignment completion status for each assignment, write the assignment completion status on each assignment, enter the assignment completion statuses into the school's database, and give the assignments back to the student. The student is responsible for getting this assignment to the teacher.

If a student is late and turns in the assignment after 12:00 p.m. or on a later day, the assignment completion status of "Not Turned In" will remain for that assignment. The teacher (should he or she chose to do so) may make the numerical change in the grade book however, the teacher can't change the assignment completion status for an assignment after 12:00 p.m. on the day the assignment was due.

If a student arrives at school after 12:00 p.m. Monday-Tuesday or Thursday-Friday or after 11:00 a.m. on Wednesday with a note from a medical or legal professional and turns in his/her homework, the teacher should notify the Office Manager and ask the Office Manager to change the assignment completion status. Only the Office Manager can change the assignment completion status after 12:00 p.m. on the day the assignment was originally due.

### 3.06 Academic Tutoring

All core subject teachers at Aurum Prep provide weekly tutoring in their respective subject areas. These tutoring sessions, scheduled carefully so as not to conflict with other student commitments, are held from 3:45 p.m. - 4:30 p.m. . Teachers invite specific students to attend these tutoring sessions, based on quantitative analysis of individual academic needs. Other students may request tutoring invitations from their teachers, which may be granted, depending on space availability and the anticipated tutoring topics.

### 3.07 Weekly GOLD Reports

Aurum Prep uses the GOLD Report system to provide students, families, and teachers with a frequent, comprehensive report of student performance. A student's weekly GOLD Report total is impacted by his/her fulfillment of Behavioral, Academic, and Attendance expectations.

All students receive GOLD Reports every Friday. At the beginning of each week (GOLD Report weeks begin on Friday and end on Thursday), a student's score starts at 100 GOLD points. Simply by meeting school expectations throughout the week, students can retain their beginning balance of 100 GOLD Points.

Students may increase their GOLD Score by exceeding expectations during a given week by:

- Earning Merits from a staff member for a variety of reasons, including but not limited to:
  - volunteering to help a student or teacher
  - exemplary classroom behavior (taking initiative, showing courtesy, performing an act of kindness)
  - outstanding effort or improvement in core academic subjects
  - Accomplishing something worthy of public recognition

Students decrease their GOLD Score if they fail to meet expectations. Specifically, GOLD Points are deducted when:

- Students do not meet behavioral expectations (e.g. they earn demerits or detentions)
- Students do not meet attendance expectations (e.g. they are absent, late, or dismissed early)
- Students do not meet homework expectations

Students with GOLD scores of less than 80, must attend Friday Extension.

At the end of each week, students' GOLD points are transferred into their GOLD Report Bank. Students may use accumulated points to spend on prizes (e.g. school supplies, lunches with staff members, gift certificates, or tickets to sporting events) at the GOLD store or during GOLD auctions.

Over time, students' average weekly GOLD scores are also monitored. Students with high GOLD Report averages earn rewards, including but not limited to, invitations to the PREP Store, where they may use GOLD Points in their bank to purchase:

- school celebration invitations
- school dance invitations
- field trip invitations
- "golden" and "silver" passes (a series of privileges reserved only for students with the highest GOLD averages)

Students with low GOLD Report averages lose privileges and receive other consequences. Examples of such consequences include but are not limited to:

- Being unable to attend the GOLD store.
- Being unable to participate in various extra-curricular activities (e.g. school celebrations, school dances, or school field trips).

Weekly GOLD Reports are sent home for review and to be signed by parents/guardians.

Aurum Prep reserves the right to add or subtract GOLD Points for examples of very good or very poor behavior.

### 3.08 Makeup Work Policies

Students who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold students accountable for all missed assignments and assessments, as well as to ensure timely make-up work such that students do not fall behind academically.

#### Absent Folders

If a student misses a class for any reason (absence, lateness, and early dismissal), the student's missed homework assignments will be compiled in a folder and delivered to the main office. It will be available for pick up by 3:30 p.m. We strongly encourage students or their families to pick up this folder between 3:30 p.m. and 4:30 p.m. on the day of the absence as students who do not submit this work by 8:00 a.m. on the following day, will be assigned Homework Club.

#### Return to School

Students who are absent must report to the main office immediately upon the day of their return to school.

#### Homework

If a student is absent, late, or dismissed early for any reason, all missed homework assignments are due on the following timeline:

- By 8:00 a.m. on the day following the student's return, for the purposes of academic credit.
- If a student has been absent for more than one consecutive school day, he/she will have as many school days as absences to submit missed homework for purposes of academic credit. (e.g. If a student is absent on Monday and Tuesday, the student has two (2) days to complete the homework for purposes of academic credit. In this case, the work is due by Friday morning at 8:00 a.m.)

#### Assessments

If a student is absent for any reason (up to five (5) consecutive days), or if a student is late and/or dismissed early, all missed assessments (e.g. tests, quizzes) must be made up within the number of consecutive school days that the student had been absent. For example, if a student had been absent for three (3) consecutive days, he/she would have three school days to take the missed assessment.

However, if a student is absent for five or more consecutive school days, s/he must then meet with the Director of Curriculum and Culture to determine a reasonable timeline for

making up missed assessments. In rare circumstances, exceptions to the make-up policy may be granted by a school administrator.

### 3.09 Grading Policies

Aurum Prep students take four (4) core academic classes (Mathematics, English, Social Studies, and Science) during a given school year. Mathematic and English classes meet for four 75 minute blocks per week and one 60 minute block per week for the entire school year. Science and Social Studies classes meet for two 75-minute blocks per week and one 60 minute block per week for the entire school year. In addition, all students take two fitness/health classes per week.

At the mid-point of each academic trimester, students will receive Progress Reports with information about their performance in each core subject area. At the end of each trimester, students will receive formal Report Cards with detailed information about their performance in each core subject area.

On each Report Card, students receive one grade per core subject area. All grades core content grades are based on a 0 to 100% scale. Each grade is comprised of the following components:

#### Grading, Progress Reporting, and Promotion/Retention

| Letter Grade            | GPA | Percentage     | Implications   |
|-------------------------|-----|----------------|--|
| A                       | 4.0 | 90-100%        | A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.  |
| B                       | 3.0 | 80- 89%        | A student earning a B in a course is consistently demonstrating proficiency with the content standards.  |
| C                       | 2.0 | 70-79%         | A student earning a C in a course is consistently demonstrating basic competency with the content standards.   |
| NI- (Needs Improvement) | 0.0 | 69% and below% | A student earning a NI in a course is not yet demonstrating a consistent level of basic competency with the content standards. The student will not earn credit with this grade. |

Skill and Content component (50% of overall grade). The Skill and Content component measures student mastery of a subject’s skill and content standards, as determined by performance on formal assessments (e.g., tests, quizzes, essays, projects, lab reports, etc.) as well as objective-specific class work and assessments, such as binder quizzes, that assess mastery of good scholarly habits. Teachers will determine appropriate weighting for all other assessment types within this grading component (e.g., 20% tests, 20% quizzes, and 10% essays).

End of Trimester Assessment: Developed comprehensive assessments are given at the end of each trimester and account for 25% of each trimester's grade.

Participation, Organization and Homework component (25% of overall grade). The Homework component measures both a student's completion of, and performance on, Homework assignments.

Honor Roll. At the end of each quarter, an Honor Roll will be published. Students with all four (4) core grades above 90% earn High Honor status. Students with all four (4) core grades above an 80% earn Honor status. All honor roll students will be recognized at a formal, end of trimester ceremony.

Failure. At the end of the year, the trimester grades for each core academic subject are averaged together into a final, year-long Course Grade. A student fails a core subject if his/her final, yearlong Course Grade is below 80%.

### 3.10 Promotion Policies

If a student passes all core subjects, with an average of 70% or higher, and has not been absent for more than fifteen (15) days of the school year, the student is promoted automatically to the next grade level.

If a student fails to earn a 70% in one or two (1-2) classes, s/he is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in such subject(s). If the student does not meet the requirements of summer school, s/he may be retained. If a student fails three or more (3+) core subject areas, s/he will be automatically retained and must repeat the grade level.

### 3.11 Advisory Teachers and Student Advisors

At the beginning of the year, all students are assigned an Advisory. Advisories are named after the alma mater of one Advisory teacher (e.g. USC, Morehouse, UC Berkeley). Students take all core academic classes within their Advisory. All administrative forms (e.g. lunch order forms, permission slips) will be collected by Advisory teachers on a daily basis during Morning Advisory.

All students are also assigned an Advisor. Advisors, who are assigned no more than twenty (20) students, will develop and maintain close relationships with their advisees throughout the school year. Families should expect to hear updates from their child's advisor on a regular basis. Families should also see their child's advisor as the point person for all non-subject specific questions and concerns.

### 3.12 Community Service Requirement

One component of the Aurum Prep mission is to graduate students who will "be positive, engaged members of their community." In order to further expose students to needs within their community, develop good service-related habits, and ensure that the school's mission is fulfilled, all students are expected to serve the surrounding

communities while enrolled at Aurum Prep. All required community service hours will be completed through school-sponsored activities in the middle school years.

### 3.13 Student Behavior Policy for Extra-Curricular Activities

Attending after-school extra-curricular activities is a privilege, and students will be held to high expectations for their behavior at these events. Specifically,

- Students with a GOLD points average below 80 may not attend extra-curricular activities.
- Cell phones should only be used for specific, purposes related to safety/transportation (i.e. no long conversations).
- All students are expected to follow Aurum Prep's Code of Conduct.
- School consequences may be issued at school sponsored events.

If a student who is not allowed to attend an after-school extra-curricular activity chooses to do so, he/she should be referred to the Director of Curriculum and Culture immediately on the following school day. The Director of Curriculum and Culture will determine the appropriate consequences.

### 3.14 Electronic Device Policy

Students may not use headphones/music equipment (e.g. CD-players, iPods, etc.), or cell-phones while in the school building, even if it is before or after school without permission. These items will be confiscated and the student will be subject to disciplinary consequence.

## General School Information

### 4.01 Nutrition and Wellness

While we understand that many families want to celebrate birthdays and other events as part of the community, we ask that families follow healthy guidelines when bringing in food. Please check with the office before bringing in any food or drinks for any event. Some students have allergies to food and drinks and cannot be in close proximity to these items. Students bringing snacks to school should make healthy choices, such as fruits and vegetables.

### 4.02 Free or Reduced Priced Meals

The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost, or free lunches to children each school day. Parents/guardians of Aurum Prep are encouraged to apply. There is no deadline to apply. Please see the Oakland Unified School District website for an online application or come to the main office for a paper application.

## 4.03 Medical Records and Health Services

### Health Office

The goal of the Health Office is to provide professional health care and guidance and to coordinate the resources of the school, home and community as they pertain to the total health of students and staff.

The Health Office operates on a limited schedule which will be shared with families during Family Orientation.

### Medical Records

California state law requires all students enrolling in a new school to have a immunizations before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- **Medical Requirements Checklist:** This form contains records showing that the student has:
  - up to-date immunizations/vaccinations
  - permission to receive screenings for vision, hearing, and scoliosis.
- **Health Information Form:** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.
- **Authorization to Dispense Medication Form:** If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication (other than acetaminophen and ibuprofen, which the school will stock in the health office) to the school on the GOLD day, or contact the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent.

### Medication

Before students may carry or self-administer any medications during the school day, the student, parent/guardian, and the office manager must enter an agreement specifying the conditions under which such medication may be administered, and the parent or guardian must provide written authorization for the student to administer the medication. This agreement will be discussed both in a meeting with all present parties and will conclude with all parties signing a form confirming this meeting and all agreed-upon terms.

If medication for a chronic condition must be administered during school hours, the medication must be provided to the office manager. If it is a prescription medication, it must be provided to the school in a pharmacy or manufacturer-labeled container

provided by parents or guardians with the student's name on the label. The school will not accept any containers with labels that have any other name besides the student's name on it. Students who are taking prescription medication should request the pharmacy to prepare separate prescriptions for home and school so that the medication is not forgotten in school and treatment is not disrupted. Medication should be provided in no more than a thirty-day supply.

The medication dispensation authorization form requirement applies to all medication, including Tylenol, Ibuprofen, or any other over-the-counter medication. If a student needs to take Tylenol or Ibuprofen during the school day, the student must have on file the authorization signed by his or her physician and a parent/guardian, giving the school permission to administer the medication during the school year. The medication dispensation authorization form requirement also applies to asthma inhalers which students should keep in their backpacks. If a student needs to use his/her asthma inhaler during the school day, he/she should go to the health office to self-administer the inhaler.

### Health and Illness

A first aid kit is located in the office. If your student is ill or injured beyond first aid or simple comfort measures, you will be called to take the student home or to the doctor. In an emergency, appropriate action will be taken, and you will be informed immediately. If you cannot be reached, other designated adults listed on the student's emergency form will be notified. It is essential that you keep the school informed of any change in address and/or telephone numbers so that a responsible party may be reached in an emergency.

The school requests that a student does not come to school if they are ill. If school staff believes that a child needs to see a doctor, if their illness is contagious, increases the risk of illness to other children, or requires prolonged individual staff attention that interferes with the safety and regular functioning of the classroom, the school will contact the student's family and ask them to pick up and take their child home.

Examples of instances when the family will be contacted includes but is not limited to if a student has:

- a moderate-to-high fever
- is experiencing vomiting or diarrhea; shows signs of contagious diseases
- has an illness that prevents the child from participating in activities.

### Emergency Protocol

In an emergency or life threatening situation, our school will follow the below procedure:

1. Parent or guardian is contacted.
2. Local EMTs are called via 911, and the student will be taken to a local hospital emergency room for further assessment and treatment. Because of the

possibility of emergencies, all students must have current, completed emergency notification forms on file.

### Other Health Issues

1. Parents of students with special concerns or who are considered "at risk" -- those with diabetes, asthma, seizures, severe allergies, etc. – should advise the office manager of the condition, any medications taken by the student, any side effects of such medication, and the manner in which acute episodes should be handled.
2. If the student's oral temperature is over 100.0 F, they must stay at home until his/her temperature has been normal (98.6 F) for at least twenty-four (24) hours without the aid of medicine. Students who return to school while they are ill contribute to the proliferation of illness during the school year. If students return to school with a fever or develop an oral temperature of 100.0 F during the school day, the office manager will send these students home after evaluation.
3. If students develop a highly contagious disease such as chicken pox, strep throat, impetigo, pertussis, bacterial conjunctivitis or an infestation of head lice, please notify the Front Office at once. Any of these conditions will result in dismissal from school after evaluation by the school nurse. An antibiotic or other treatment approved by a health care professional must be administered for a minimum of twenty-four (24) hours before the student will be permitted to return to school. The school nurse must evaluate students who have had any infectious/contagious condition before they will be permitted to return to class.
4. State law requires all students to have been vaccinated with up to date immunizations. Students who have not been vaccinated may be excluded from school.

### 4.04 Student Records

#### Standardized Testing and Research Studies

Students at Aurum Prep will take the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) test, a nationally norm referenced test when they first enroll in Aurum Prep and at the end of every school year. In addition, students will take the SBAC every spring.

#### Student Records

"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. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day the School receives a request for access. Parents or eligible students should submit to the Executive Director or designee a written request that identifies the records they wish to inspect. The Executive Director official will make arrangements for access and

notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA:

Parents or eligible students who wish to ask the School to amend a record should write the Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent:

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees, and who is under the direct control of the school with respect to the use and maintenance of PII from education records. This may include an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA:

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

Parents have the right to inspect and review their child's records and to question anything they feel is inaccurate, misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.

FERPA also requires that Aurum Prep, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Charter School may disclose personally identifiable information from an education record under certain conditions such as other school officials, in some health and safety emergencies, and to the state and federal government.

Aurum Prep may also disclose appropriately designated "directory information" without written consent, unless you have advised the Charter School to the contrary in accordance with Aurum's procedures. The primary purpose of directory information is to allow the Charter School to include this type of information from your child's education records in certain school publications.

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

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

#### 4.05 School Visitor Policy

Parents are welcome and encouraged to visit Aurum Prep any time during the school year. All visitors are required to report to the Main Office upon entering the building. Upon reporting to the Main Office, each visitor will sign in and receive a visitor's badge or sticker. Any visitor who does not report to the office or is found in the building without authorization will be asked to leave immediately.

In case of an emergency at home, parents/guardians should contact the Main Office either by phone or in person. Under no circumstances should parents/guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

#### 4.06 Internet Acceptable Use Policy

##### Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Aurum Prep offers Internet access to its students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the Aurum Prep. Aurum Prep expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Aurum Prep makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the Aurum Prep Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Aurum Prep has installed special filtering software in an effort to block access to material that is not appropriate for children.

##### Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Aurum Prep's Internet Service.

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;

- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Executive Director;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Director of Technology; and
- overriding the Internet filtering software.

### Safety Issues

Use of the Internet has potential dangers. The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal any identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell the Executive Director if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify the Executive Director.

### Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Aurum Prep reserves the right to examine all data stored on computer hard-drives.

Internet email messages are not private and may be considered public records subject to disclosure. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

## Violations

Access to the Aurum Prep's Internet service is a privilege, not a right. Aurum Prep reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through Aurum Prep's Internet service and will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

### **4.07 Non-discrimination**

Aurum Prep Charter School does not discriminate in admission to, access to, treatment in, or employment of its services, programs and activities on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title B of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Aurum Prep on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Aurum Prep on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

### **4.08 Harassment**

Aurum Prep is committed to maintaining a school environment free of harassment based on race, color, religion, gender identity, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school sponsored events is unlawful and is strictly prohibited. Aurum Prep requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

#### Definitions of Harassment

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, gender identity, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions

might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

#### 4.09 Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

#### Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by teachers, administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Aurum Prep.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

#### 4.10 Bullying and Cyberbullying

Bullying and cyberbullying is prohibited and may result in disciplinary action by the school administration. Please see Aurum Prep's Bullying Prevention and Intervention Policy below.

#### 4.11 Hazing

Aurum Prep does not tolerate hazing and complies with the California law prohibiting it (245.6 PC).

#### 4.12 Corporal Punishment and Student Restraint

In accordance with California law, corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the Executive Director shall file a detailed report of such with the school board. All personnel

authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines. In addition, Aurum Prep will have staff members that are trained in crisis prevention and restraint.

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of Aurum Prep Charter School. Further, students at Aurum Prep Charter School are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint only with two goals in mind.

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm;
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Below are definitions of various restraints:

1. Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
2. Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
3. Physical restraint: The use of bodily force to limit a student's freedom of movement.

The use of mechanical or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs. The use of "Time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

The Executive Director will identify specific school personnel to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the Department of Elementary and Secondary Education recommends be at least 16 hours in length.

Only school personnel who have received training shall administer physical restraint on students. Whenever possible, the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

Whenever physical restraint is administered, school personnel will contact parent(s)/guardian(s) as soon as possible, as soon as the incident is resolved, or upon deeming the situation clinically safe.

In addition, all school personnel will be trained regarding the school's physical restraint policy. The Executive Director will arrange training to occur in the first month of each school year, within a month of their employment. Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

No teacher or other employees or agents of the school shall be precluded from using such reasonable force as is necessary to protect students, other persons or themselves from an assault by a student.

School personnel shall report the use of physical restraint that lasts longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Executive Director or his/her designee, shall maintain an ongoing record of all reported instances of physical restraint.

In special circumstances waivers, may be sought from parents either through the Individual Education Plan (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may require the use of restraint.

#### **4.13 Grievance Procedure**

##### Where to File a Complaint

Any student who believes that they have been discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Executive Director. If the Executive Director is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Board of Directors.

##### Contents of Complaints and Timelines for Filing

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of the grievant's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

- The name and school (or address and telephone number if not a student or employee) of the grievant.
- The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
- A description, in as much detail as possible, of the alleged discrimination or harassment.
- The date(s) of the alleged discrimination or harassment.

- The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
- A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

### Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the Aurum Prep involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such timelines will be followed.

Confidentiality of grievants/respondents and witnesses will be maintained, to the extent consistent with Aurum Prep's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

## Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Directors by writing to the Board Chair:

Parren James  
Board Chair, Aurum Prep Charter School  
1034 66th Avenue  
Oakland, CA 94621

The Board of Directors will issue a written response on the appeal to the grievant within thirty (30) school days of receiving the appeal.

### 4.14 Complaint Procedure

If an individual believes that the school has violated any provision of the charter school law and regulations, he or she may file a formal complaint with the Board of Directors. After receiving the complaint, the Board must send a written response to the individual within 45 days. If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. A parent/guardian may file a complaint with DOE at any time if he or she believes that the school has violated any federal or state law or regulation. .

## Code of Conduct

### 5.01 Purpose

Aurum Prep Charter School has created a Code of Conduct in order to:

- maintain a respectful space for learning
- allow students to focus on their learning
- prepare students to become engaged citizens who follow rules set by our communities

The Code of Conduct Describes behaviors that Aurum Prep considers inappropriate or unacceptable (which we will call "behavioral infractions") and the consequences of those behaviors.

### 5.02 Our Philosophy

We believe that our students thrive within structure, and that a values-based school community allows students to do well in their classwork and act as positive, engaged members of their community. Our school is built on a culture based upon our GOLD values – Growth, Optimism and Courage, Leadership and Learning, Designing, and we use school-wide language to develop and celebrate those values.

We define a disciplinary offense as a violation of our Code of Conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from,

waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. Consequences for disciplinary offenses are subject to the discretion of the Executive Director and the Director of Curriculum and Culture and may include school service, loss of school privileges, detention, in-class support, out-of-school suspension, and/or expulsion.

Students who do not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

Our Code of Conduct is guided by three key principles:

- We expect our students to take responsibility of their actions.
- We expect our students to respectfully accept and serve out consequences.
- Our approach to discipline is designed to deter negative behaviors and should not be seen as punishment.

### 5.03 Behavior- Consequences and Rewards

#### 5.03.1 Merits

Aurum Prep's merit program acknowledges individual acts of good citizenship that promote a positive community. Staff members will use this system to acknowledge positive behavior by identifying specific students who exceed our expectations. Merits count as +2 points on a student's GOLD Report.

#### 5.03.2 Demerits

If a student commits any of the following infractions, the student will receive a demerit. In addition to a demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges as determined by Aurum Prep staff.

Infractions which may warrant a demerit include, but are not limited to:

- Being out of uniform (e.g., shirt is untucked)
- Arriving late to class
- Being unprepared for class
- Making inappropriate noises during class
- Failing to follow directions or procedures of the class or school
- Talking out of turn
- Other behaviors deemed inappropriate by school staff

#### 5.03.3 Detentions

If a student commits any of the following infractions, the student may receive a detention. Infractions which warrant a detention include, but are not limited to:

- Receiving three demerits within a given week for the same infraction (Friday-Thursday)

- Receiving 7 demerits in any category in a given week (Friday-Thursday)
- Low-level disrespect towards a fellow student
- Low-level disrespect towards faculty, staff, or other members of the school community
- Low-level disrespect of school property
- Deliberately disrupting class
- Being found in any of the restricted areas of the school, or outside the school (including the park)
- Horseplay or engaging in physical contact that causes a disruption
- Possessing an electronic device (e.g., cell phone) in the school building
- Failing to return forms by school-mandated deadlines (e.g., GOLD Reports, Report Cards)
- Being in local establishments without an adult, before or after school
- Possession of, or drinking, soda or any caffeinated beverage.

#### 5.03.4 Friday Extension

If a student earns a weekly GOLD Score of lower than 80, the student may receive a Friday Extension.

#### 5.03.5 In-Class Support

At times, particular infractions warrant consequences that are more severe than detention or Friday Extension, but less severe than Out-of-School Suspension. Therefore, Aurum Prep has an In-Class Support model ensuring that students have access to the curriculum while at the same time ensuring that students face serious consequences.

Specific infractions which may warrant In-Class Support from the community include, but are not limited to:

- Low-level forging, cheating, plagiarism or dishonesty
- Skipping school or after school commitments

In addition, students who have not met behavioral expectations over an extended period of time, as measured by a GOLD Report score less than a specific school-determined threshold, may face In-Class Support.

Furthermore, in order to promote and uphold our school community's values and Code of Conduct, students who communicate with a student who is currently In-School Support may also earn the consequence of being In-School Support.

#### 5.03.6 Out-of-School Suspension

Infractions which may warrant an Out-of-School Suspension include, but are not limited to:

- Gross disrespect of a fellow student including, but not limited to, bullying and harassment as described in our policies and procedures

- Gross disrespect of faculty, staff, visitor, volunteers, or school transportation provider
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using or possessing tobacco products or electronic cigarettes.
- Disrupting Friday Extension or In-Class Support through misbehavior
- Committing sexual, racial, or any form of harassment or intimidation as defined in our policies and procedures
- Using abusive, vulgar or profane language
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling
- Serious forgery, plagiarism, or cheating
- Lying
- Leaving school grounds without permission
- Being in a restricted zone for an extended amount of time.
- Being found in any of the restricted areas of the school, or outside the school (including the park.
- Being charged with a felony
- Being asked to report to the Director of Curriculum and Culture's office during class three times in a given week
- Repeated offenses for which the student has already earned In-Class Suspension

#### 5.03.7 Expulsion

California law provides the Director of Curriculum and Culture with the authority to expel students, for the following behavioral infractions:

- Possessing a dangerous weapon including but not limited to a knife or a gun
- Possessing a controlled substance including but not limited to illegal drugs and prescription medication
- Assaulting educational personnel
- Being convicted of a felony or being found guilty of committing a felony either by admission or adjudication.

In addition, the Director of Curriculum and Culture has the authority to assign a long-term out-of-school suspension of students for up to 100 days for behavioral infractions including the following:

- Repeated, deliberate and fundamental disregard of school policies and procedures
- Possession, use, or distribution of alcohol
- Assault (i.e. threatening assault, hitting, kicking, punching, slapping, pushing) against fellow students or other members of the school community
- Theft or destruction (or attempted theft or destruction) of personal or school property including arson

- Harassment, bullying and violations of civil rights, as delineated in the Aurum Prep Student and Family Handbook

In addition to any of these infractions, any breaches of Federal law, California State law, or bylaws of the city in which the school is located, may be handled in cooperation with the local police department and may result in long-term out-of-school suspension and/or expulsion.

Students serving an in-school support, short-term suspension, or long-term suspension have the opportunity to, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students who are suspended or expelled for more than 10 school days are entitled to an opportunity to make academic progress while suspended or expelled. In these circumstances, the School must create an education service plan for the student to be executed while the student is out of school.

#### 5.04 Procedures for Disciplinary Action

The following section explains the procedures for determining consequences students may face for violation of this Code of Conduct. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

##### 5.04.1 Detention

- **Requirements:** Mondays-Thursdays, detention is served during the Lunch/Recess block the day after the detention is earned.
- Any detention(s) earned on Thursday or Friday will be served the following Monday, as detention is not held on Friday afternoon.

##### 5.04.2 Friday Extension

- **Requirements:** Students will miss Friday enrichment and will stay at school in Friday Extension until dismissal.
- **Student Notification:** Students will receive notice with their weekly GOLD Reports on Friday.
- **Parent Notification:** Aurum Prep will make reasonable efforts to reach families by phone before 12:00pm on Fridays. Students will be expected to stay even if the school is unable to reach the family.

##### 5.04.3 In-Class Support

- **Requirements:** In the morning, students will need to check in with Director of Curriculum and Culture who will reiterate the expectations of In-School Support. Students on In-Class Support will:
  - Attend classes, receive instruction and complete class work
  - Not be permitted to communicate with any students throughout the day, including during breaks and lunch, except as specifically instructed by a teacher during an academic discussion.
  - Not participate in selected class activities, as determined by each teacher

- Not participate in recess
- Not attend reward events including field trips, dances etc. (exceptions may be made in extraordinary circumstances at the sole discretion of the school administration)

Violation of the requirements of In-Class Support may result in additional days of In-Class Support or an out of school suspension. Students will not be allowed to participate in extra-curricular or community service field trips and other class rewards while on In-Class Support.

The number of days on In-Class Support, determined by a school administrator, will be commensurate with the severity of the behavioral infraction. For each day that a student does not meet the requirements of In-Class Support, they will be required to complete an additional day of suspension.

#### 5.04.4 Out-of-School Suspensions and Expulsions

##### **A. Short-Term Suspension**

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Director of Curriculum and Culture's judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

Short-term suspension means the removal of a student from the school premises for ten (10) consecutive school days or less. A student serving short-term suspension has the opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from school.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

Prior to the student's re-entry to the Aurum Prep community following an Out-of-School suspension, the following may be requested:

- The student will write a letter of apology and publicly present this letter to Aurum Prep staff and/or students.
- An administrator will contact the parent/guardian to schedule a required re-entry meeting if necessary.

- Students who are suspended two or more times may be asked to submit a reasonable and genuine plan for improvement in addition to an apology to the Director of Curriculum and Culture.
- The student may have to meet additional conditions as required by Aurum Prep.

If a student has not met the above requirements, he or she may earn In-Class Support.

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:30-4:15 pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., no academic credit).

## **B. Long-term Suspension**

Long-term suspension is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Except in the case of an Emergency Removal provided in Section 3.4, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), the Director of Curriculum and Culture will follow the procedures for short-term suspension plus additional procedures as follows:

## **C. Exception for Emergency Removal**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;

- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

#### **D. School-Wide Education Service Plan**

Students serving short-term suspension or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

#### **E. Appeal to the Executive Director**

If a decision by the Director of Curriculum and Culture, following the parent meeting, results in the suspension of a student for more than ten (10) cumulative school days for the school year, the student may appeal the decision to the Executive Director. In order to do so the student or parent must file a notice of appeal with the Executive Director within five (5) calendar days with a seven (7) day postponement option. The Executive Director must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The decision of the Executive Director constitutes the final decision of the school.

#### **F. Expulsion**

Expulsion is the permanent exclusion from School. Misconduct may result in expulsion under any of the following circumstances.

Pursuant to California Law, the Director of Curriculum and Culture may expel a student for any of the following infractions:

- Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance.

- Any time a student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon<sup>1</sup>, including, but not limited to, a gun or a knife.
- Any time a student assaults a school administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games.
- Vandalism; or
- Violation of a student's civil rights.

Additionally, if a student is charged with a felony, the Executive Director may expel the student from school if the student is convicted, or is found guilty (by admission or adjudication), of the felony and the student's continued presence would have a substantial detrimental effect on the general welfare of the school.

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance, or prescription drugs not authorized by the school, or an assault on teachers, an administrator may place a student on short term suspension (10 days or less) based upon an informal hearing, to be followed by a formal hearing before the Director of Curriculum and Culture within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

### 5.05 Discipline of Students with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.

- A suspension of longer than ten (10) consecutive days or a series of suspensions that are shorter than ten (10) consecutive days but constitute a pattern are considered to represent a change in placement for the student.
- When a suspension that constitutes a change in placement of a student with disabilities, relevant members of the Team, as determined by the parent and the schools, convene within ten (10) days of the decision to suspend to review all relevant information in the student's file, including

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<sup>1</sup> This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Executive Director.

(The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."

If the Team determines that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that Aurum Prep will still offer:

- a. Access to the school's Educational Service Plan;
- b. Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
- c. As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

Regardless of the manifestation determination, Aurum Prep may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days under the following circumstances:

- a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
- b. On the authority of a hearing officer if the officer orders the alternative placement after Aurum Prep provides evidence that the student is "substantially likely" to injure him/herself or others. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

If the Executive Director, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and Aurum Prep agree otherwise or the hearing officer orders a new placement. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or Aurum Prep requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the

decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and Aurum Prep agree otherwise.

If, prior to the disciplinary action, Aurum Prep had knowledge that the student may be a student with a disability, then Aurum Prep makes all protections available to the student until and unless the student is subsequently determined not to be eligible. Aurum Prep may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- Aurum Prep staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. Aurum Prep may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If Aurum Prep had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, Aurum Prep will conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

### 5.06 Student Searches

In order to maintain the security of all its students, Aurum Prep Charter School staff reserve the right to conduct searches of students and their property when there is reasonable suspicion that the student has violated the law or a school rule. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School cubbies, lockers, computers and desks, which are assigned to students for their use, remain the property of Aurum Prep Charter School, and students should, therefore, have no expectation of privacy in these areas.

### 5.07 Field Trips/End-of-Year Events

We seek to provide many opportunities for our students to apply what they are learning in school to the real world. As such, the school's curriculum will sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows students to attend all school-sponsored field trips and events will be sent home at the beginning of the school year and should be signed by a parent or guardian. The school will attempt to notify all parents and guardians before each school-sponsored trip.

A student may be considered ineligible for a trip or school event for reasons including but not limited to: low GOLD Report average, not returning the school-sponsored trip permission form, involvement in a disciplinary incident, poor school attendance,

misbehavior or severe lack of academic effort prior to the trip or event, etc. Students who are considered ineligible for attending a trip or school event will be required to attend school that day, if school is in session.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior, or excessive demerits and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

### 5.08 Cheating and Plagiarism

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should ask for direction from their teacher. Specific guidelines regarding cheating and plagiarism will be reviewed with students during Student Orientation and continued throughout the year. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in In-Class Support, Suspension, loss of academic credit, and/or other consequences.

## Bullying Prevention and Intervention Policy

### 6.01 Assessing Needs and Resources

Aurum Prep developed a behavior system based on the choices that students make. When students choose to do the right thing, follow the rules and uphold the honor code, good things happen. If students make choices that are not upholding the honor code or school rules, they receive the appropriate consequence. One main component of the choice system is the Merit and Demerit system that focuses on smaller behaviors before they become a larger problem. Additionally, the teacher targets "problem behavior areas" in and out of the school to proactively set students up for behavioral success and minimize behavioral infractions. Each time an incident occurs, Aurum Prep's administration, staff, board and families will work to re-evaluate our system to better support student's behavior choices. Lunch, Breaks, Bathroom, Hall and Dismissal coverage have all been created to minimize poor behavior choices.

### 6.02 Planning & Oversight

Aurum Prep's Executive Director and the Director of Curriculum and Culture are responsible for the following tasks under the Bullying Prevention and Intervention Plan:

- Receiving reports on bullying
- Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;

- Planning for the ongoing professional development that is required by the law;
- Planning supports that respond to the needs of targets and aggressors;
- Choosing and implementing the curricula that the school or district will use;
- Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;
- Amending student and staff handbooks and codes of conduct;
- Leading the parent or family engagement efforts and drafting parent information materials; and
- Reviewing and updating the Plan each year, or more frequently.

### 6.03 Priority Statement

Aurum Prep Bullying Prevention and Intervention Plan is based off of the schools Code of Conduct that clearly defines standards for respectful, civil and acceptable behavior for the members within its community. Disrupting the education of others by creating a hostile or unsafe work environment is not tolerated. Aurum Prep has created a plan in order to:

- Maintain a respectful space for learning
- Allow students to focus on their learning
- Prepare students to become positive, engaged member of their communities who follow rules set by our communities

Aurum Prep expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Aurum Prep is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying and retaliation and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Director of Curriculum and Culture is responsible for the implementation and oversight of the Plan. Also, all teachers and Staff

who work directly with students are also responsible for ensuring the consistent implementation for the schools anti – bullying and anti-harassment protocols.

## **6.04 Training & Staff Professional Development**

### 6.04.1 Annual Staff Training

The first 3 weeks of Aurum Prep annual staff training includes proper training of all Aurum Prep’s procedures and policies and will include the Bullying Prevention and Intervention Plan which all staff members hired after the start of the school year are required to participate in.

### 6.04.2 Ongoing Professional Development

Aurum Prep is committed to ongoing professional development in regards to bullying prevention and understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. We have committed to build the skills of staff members to prevent, identify, and respond to bullying.

### 6.04.3 Written Notice to Staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

## **6.05 Access to Resources and Services**

### 6.05.1 Identifying Resources

The Director of Curriculum and Culture manages many of the members of the Student Support Team, serves as leader and facilitator for Student Support Team meetings, and coordinates Aurum Prep’s Student Support Services. The Student Support Team is made up of the Deans, a teacher, and the Executive Director. The goal of this team is to assist with social and emotional issues that are affecting our students including but not limited to target, aggressor, and retaliating students. This group meets once a week to discuss student needs. During this time, each person is given next steps and follow-up items on students discussed. Next steps range from quick student check-ins to scheduling and completing family meetings to filing cases with the Department of Children and Families where appropriate. During these meetings, the team will decide next steps for in school counseling or outside counseling/services for all parties involved in a bullying incident as soon as reports are given.

### 6.05.2 Counseling and Other Services

As stated above, SST meetings were created for next steps for in school counseling or to determine is outside counseling/services for all parties involved in a bullying incident are necessary. Additionally, Aurum Prep provides the following.

#### Internal Services:

- Student Support Team
- Counseling Groups
- Targeted after-school support groups
- Mediation

#### Outside Counseling:

Given that many students could benefit from regular counseling above what the school has the capacity to provide, one of the major roles of the SST is to help families secure counseling from outside providers. The easiest way for families to do this is to go through their primary care physician to get a referral.

#### 6.05.3 Students with Disabilities

When the IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

#### 6.05.4 Referrals to Outside Counseling: SST Referral, Communication and Meeting Structures

Grade level teams refer students whom they believe would benefit from the services of the SST. Referrals are usually made in cases where the team feels mental health/counseling, health or additional behavioral interventions are needed. It is the job of the leader of this group to respond to referrals, route students to services, and communicate next steps and updates on those next steps to the larger team. If the leader is unclear or seeks guidance, he/she puts this item on the SST agenda for discussion.

#### 6.05.5 General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establish a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives

- Setting clear expectations for students and establishing school and class routines
- Creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;

- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Aurum Prep's goal is for all students to become more mature young adults. Staff (and students) is required to use appropriate responses to both positive and negative behavior as a way of modeling interactions with peers. We will use positive and reactive behavioral supports to address issues before and after they occur.

Aurum Prep staff has sole discretion to determine the consequence of Bullying. A school-related bullying infraction refers to the violation of our Code of Conduct when occurring:

- While the student is on school grounds or school-related transportation
- During school-sponsored activities and trips
- During all other school-related events
- Off of school grounds that result in substantial disruption to the learning environment

## 6.06 Policies and Procedures for Reporting and Responding to Bullying and Retaliation

### 6.06.1 Obligations to Notify Others

- **Notice to parents or guardians:** As stated above, upon determining that bullying or retaliation has occurred, the Executive Director or Director of Curriculum and Culture will promptly notify the parents or guardians of the target and the aggressor (if a student) of this, and of the procedures for responding to it. There may be circumstances in which the Executive Director or Director of Curriculum and Culture contacts parents or guardians prior to any investigation. In addition, parents of targets and aggressors (if students) will be required to come in for a family meeting to discuss actions being taken to further prevent acts of bullying or retaliation.

Consequences for low-level infractions include demerits, detentions, and/or a referral to the dean's office. Any bullying, harassment, or retaliation will result in a suspension. In-class suspension (ICS) is served in school and in the student's classroom. Students who earn ICS are not allowed to interact with their peers until they earn their way back into the community. Out of School Suspension (OSS) is served out of the school building.

The following table is a rough sketch of Aurum Prep's suspension precedent  
 Note – repeat suspension for students add multiple days to the suspension.

| Offense                                       | Consequence   | Other   |
|---|---|---|
| Sexual harassment, gestures                   | 2 days OSS, 4 days ICS                                    | In class apology and apology directly to victim, if severe, Dean may have family to arrange counseling              |
| Harassment/Bullying                           | 1-2 days OSS, 2-4 ICS                                     | In class apology, research project and presentation to the class, peer mediation and counseling may be recommended. |
| Threats                                       | 1 day OSS – depending on the level of the threat          | Mediated conversation between parties   |
| Facebook or social media/out of school issues | 2+ days ICS   | Mediated conversation between parties   |
| Off Campus Infractions                        | Generally only ICS, depends on severity of the situation. |   |

The Executive Director or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education’s problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

#### 6.06.2 Out of School Bullying Infractions

While in some ways the school might want to control all aspects of student behavior, it is obviously not possible. When incidents that happen off campus affect the school culture, the Deans generally do invest time in investigating, informing parents, and issuing consequences when appropriate.

Aurum Prep’s code of conduct applies in the following four areas:

- On school grounds (which includes entirety of pharmacy and Domino’s parking lot)
- On school related transportation
- On school field trips, and
- Any out of school infraction that negatively impacts school culture., including cyberbullying.
  - This fourth point is nuanced. While many things will happen off campus that the school may not like, the School will carefully consider whether or not the action truly negatively impacts school culture. The school does not have the time to police every area of our students’ lives. Generally, if the issue is being talked about among the kids or is brought to the school’s attention by a student or parent, it may be impacting school culture. The most common situations to which this applies is when students are in transit to and from school and on social networking sites.
  - In the past, this consequence has been reserved for fighting, severe harassment/bullying, and smoking/drug use near the school.
  - In some situations, as with some issues that occur on Facebook, parents are notified and students may be given school-based consequences.

The Executive Director, Director of Curriculum and Culture and/or Staff will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that Aurum Prep may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. In addition, Aurum Prep will make sure that the target student is able to get to and from school safely and free of bullying.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Executive Director or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Executive Director or designee will work with appropriate school staff to implement them immediately.

### 6.07 Definition of Bullying

- Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
  - Causes physical or emotional harm to the target or damage to the target's property;
  - Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
  - Creates a hostile environment at school for the target;
  - Infringes on the rights of the target at school; or
  - Materially and substantially disrupts the education process or the orderly operation of a school.

### 6.08 Definition of Harassment

Aurum Prep Charter School is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Aurum Prep Charter School requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

## 6.09 Relation to Other Laws

Consistent with state and federal laws, and the policies of the Aurum Prep, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of Aurum Prep to take disciplinary action or other action under other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.