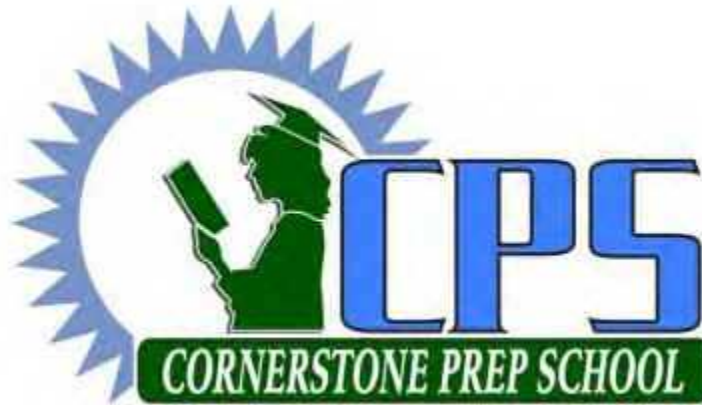


# Cornerstone Prep School



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## **Pupil Progression Plan And Policy Handbook 2010-2011**

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**Cornerstone Prep School  
7651 S. Central Avenue  
Los Angeles, CA 90001  
323-581-4495 Fax: 323-581-4214**

Dear Students and Parents,

Welcome to Cornerstone Prep School where “Everyday is a Learning Day!” We know that you have many choices in public education and we appreciate that you have chosen to enroll your student at Cornerstone. With that comes a great responsibility on our part: to deliver a quality educational program to your child.

Cornerstone is proud of the curricular programs we have developed and will use with your children this school year. Of all of our responsibilities to your child, the most important is ensuring that they continue to grow academically and meet or exceed grade level expectations. As a parent, you are a partner in this effort and we ask your support in the following ways:

- (1) Ensure that your child is at school each and every day on time.
- (2) Provide a quiet place in your home for students to complete homework. Homework is an essential practice for students to solidify what they have learned during the day.
- (3) Contact us immediately if any concerns exist whether they relate to your child’s academics or behavior.
- (4) Attend parent conferences when scheduled, and let the office know if you need to reschedule. It is our intent to keep you informed about your child’s progress.
- (5) Volunteer when you can! We recognize parents are not always able to come to school on a regular basis. When you can, we would love for you to volunteer and assist at Cornerstone. When you have time, contact our office administrator to make arrangements to volunteer. Your help is always appreciated and shows your support of education to your child.

Ensuring an effective learning environment is also of utmost importance to us at Cornerstone. Our Conduct and Discipline Code provides a detailed list of behaviors and possible consequences. Please take time to review this with your child. It is our intent to be fair and consistent to help our students develop into responsible adults and citizens. If a pattern of behavior occurs in your child, we will ask for your assistance. It is our goal to ensure that all students have the right to learn and grow free from distraction and unsafe activity around them.

Again, we thank you for your trust and look forward to a great year at Cornerstone!

Respectfully,

Kizmet White  
Chief Operating Officer

### **Purpose of the Handbook**

Cornerstone Prep School is dedicated to the total and continuous development of each student. This Pupil Progression Plan establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school. Decisions regarding pupil promotion, retention, and placement are primarily the responsibility of the school’s professional staff and Board of Directors, within the provisions of California law.

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## **A. Mission & Vision of Cornerstone**

### **Mission**

It is the mission of Cornerstone Prep School to help students develop basic academic skills, to educate them to the greatest extent possible so that they become active learners, and to teach them to be responsible citizens. The goals of this school will be to operate all elements of the school so that school and classroom organization strives to prevent academic deficits and to recognize and intervene if deficits do appear. In addition, the purpose of this school is to provide students with a rich and full academic experience so that they can build on this firm foundation of basic skills in future years.

### **Vision**

Cornerstone's vision is to provide a comprehensive educational system that provides all children with the tools necessary for leadership and service throughout the 21st century. Students who attend Cornerstone Prep Charter School will be assessed regularly with a focus on continuous improvement in all academic areas. A goal for each child will be to meet or exceed grade level standards during their enrollment at the school.

Cornerstone Prep School is a school that embraces:

- High academic standards for all students.
- Accurate assessments that measure what students know and can do.
- Challenging curriculum with real-world applications.
- Competent and inspired teachers.
- Leading-edge instructional technology.
- A culture of continuous improvement.
- Accountability tools that measure performance.
- National academic standards in reading, writing, and math as defined by the National Council of Teachers of English, the International Reading Association, and the National Council of Teachers of Mathematics.
- Parent-community-student-school partnerships.
- A school where students develop core academic skills in order to succeed in a global community.
- A school where each student learns to maximize their unique talents and learning styles to be an advocate for themselves, their family and the community.
- A school where learning improves by changing the relationships between the teacher, students, and curriculum.
- A school which embraces cutting edge instructional strategies in which application of best practices provide students with the ability to SEEK, FIND, and APPLY knowledge and skills in real life situations.
- A school where classrooms are safe, child-friendly environments, which foster creativity and academic development.
- A school in which students will know what they are studying and why.
- A school where parents are valued and informed partners in their child's education.

## **B. Quick Facts and Frequently Asked Questions**

### **Quick Facts**

- CPS is a publicly funded charter school located in Los Angeles, CA.
- CPS may serve up to 420 students in grades K through 6.
- Class size will average 20 students attending in grades K-3 and 24 in grades 4-6 each day.
- Students are enrolled on a first-come, first-admitted or lottery basis.
- Cornerstone Prep Elementary School shares a facility with the Salvation Army Youth Center.
- After school care is provided by the Salvation Army on a for-fee basis.
- Meals are catered daily by Unified NutriMeals. All meals meet requirements of the National School Lunch Program

### **FAQs**

#### **Q: WHAT IS A CHARTER SCHOOL?**

A: Charter schools are non-profit, self-managed public schools for students in grades K through 12<sup>th</sup> grade. Although they must be approved and monitored by the local school board, they are run independently. Charter schools are funded by state and local monies in the same way traditional public schools are. Therefore, charter schools do not charge tuition. Charter schools are designed for different purposes, and therefore their entry requirements and/or enrollment policies vary from school to school. However, all are governed by the state statutes on charter schools.

#### **Q: HOW DO I LEARN MORE ABOUT CALIFORNIA'S CHARTER SCHOOLS?**

A: To learn more about California laws regarding charter schools, search the web for California Charter Schools

#### **Q: IS THERE A TUITION CHARGE AT CORNERSTONE PREP SCHOOL?**

A: CPS is a public, no-fee school, open to all students on a first come, first-admitted basis.

#### **Q: WILL STUDENTS BE REQUIRED TO WEAR UNIFORMS?**

A: Research indicates that students who wear uniforms tend to feel better about themselves and remain focused on their academics. Therefore, Cornerstone Prep School Board of Directors voted to approve the wearing of uniforms by students and staff.

#### **Q: DO CORNERSTONE PREP SCHOOL STUDENTS TAKE THE CAT 6 AND CALIFORNIA STANDARDS EXAMS?**

A: Our students will take all state mandated tests like any public school in California.

#### **Q: HOW MANY STUDENTS WILL BE IN A CLASS AT CORNERSTONE PREP SCHOOL?**

A: Classes at CPS will average 20 students attending in grades K-3 and 24 in grades 4-6 each day.

## C. Admission to Cornerstone Prep School

Because Cornerstone Prep School is a public school committed to equal opportunity, Cornerstone Prep School is non-sectarian and employs no admissions exams or special admissions requirements. Admission to Cornerstone Prep School is open to all California residents on a non-discriminatory basis without regard to race, color, national origins, disability, creed, sex, ethnicity, behavior, age, ancestry, and proficiency in the English language. Cornerstone Prep School will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A). Cornerstone Prep School ensures that students admitted have proof of all necessary immunizations required to be admitted to any California Public School.

Cornerstone Prep School is a school of choice. If more students apply than can be admitted, a lottery drawing will be held. Once students are admitted, they are given preference until they exceed the grade levels served by the school. Students who enroll after the start of a school year when capacity is achieved will be placed on a waiting list and admitted based on a first-come, first-admitted basis.

### **The Lottery Process**

As part of its admission packet, Cornerstone will publish guidelines for its lottery should it be necessary based on enrollment that exceeds permitted capacity of the school. Cornerstone will have its Charter Advisory Committee assist in the lottery process to ensure community involvement in the process. The lottery will occur on the second Thursday in May beginning at 6:30 pm (a time identified by parents as a preferential time for parent events) at its school facility in the gymnasium. All families who have applied for admittance will be notified at least five days in advance. The lottery will be filmed and made available to parents who are unable to attend.

In the lottery process, open slots will be identified at each grade level. Grades will be filled in random order. Each student's name, as well as their siblings and related grade levels will be entered into the lottery drawing. As a child from a specific grade is drawn, their siblings will fill the slots open in other grades as available. Once the capacity of a grade is determined, students will be added to a wait list in the order in which they are drawn.

All names in the lottery will be drawn and added to the enrollment list or appropriate wait list. Families will be notified by phone and U.S. Mail and given five days to respond and accept admittance into Cornerstone Prep School. Following the expiration of the five day period, Cornerstone will begin to accept from its wait list in the order in which students were drawn during the lottery.

Students who apply for admittance after the lottery will be placed on the waiting list or admitted into open spaces should no waiting list exist at that grade level. Video of the lottery process will be maintained for two years, as well as the documents pertaining to enrollment order selected during the lottery process.

**Note:** For purposes of policy, "parent" refers to the individual legally responsible for the child/student. The word "child" or "children" refers to the individual for whom an application is submitted.

## **Age Requirements**

### **Kindergarten**

According to California state law, in order to enroll in kindergarten, a student must reach age 5 by December 2 of the year of admission.

### **First Grade**

California law does not require that a child complete kindergarten prior to being admitted to 1<sup>st</sup> grade. In order to enroll in 1<sup>st</sup> grade, a student must reach age 6 by December 2 of the year of admission.

### **Verification of Age Before Entering**

A child who is entering Cornerstone Prep School for the first time must present one of the following:

- A birth certificate, or an official birth registration card; or
- Certificate of baptism showing the date of birth, accompanied by an affidavit sworn by the parent; or
- Insurance policy showing the date of birth, which has been in force for at least two years on the child's life; or
- Bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn by the parent; or
- Passport or certificate of arrival in the United States showing the age of the child; or
- A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these shall be available in the county, by a licensed practicing physician designated by the school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

## **Medical Examinations**

### **Initial Entrance into a California School**

California Statute requires that each child who is entitled to kindergarten or any other initial entrance into a California public school must present certification of a school entry medical examination. Without such certification, a medical appointment slip from a licensed physician signifying that the child will in fact have the physical examination within a thirty-day period must be presented to the school. A child may then be allowed to register and enter school. If the child fails to present evidence of a medical examination within the thirty-day period, the School Administrator will temporarily exclude the child for ten days or less, until the requirement is met. Failure to comply may result in the student being denied admission.

### **First Grade**

California state law also requires each child's family to provide, within 90 days of entrance into the first grade, a certificate documenting that the child has received a health checkup within the last 18 months. Parents may waive this requirement because they cannot obtain a health screening or do not desire to have one but they must complete the waiver. Schools are required to exclude any first grader for up to five days if the child has neither a health examination certificate nor a parental waiver 90 days after entering first grade.

### Immunization Requirement for Entrance

Under California Statute, a child who is entering a California school for the first time must present one of the following:

- Certificate of immunization for five DTP (diphtheria, tetanus, pertussis); four polio immunizations; two MMR (measles, mumps, rubella) three hepatitis B immunizations; and one varicella (chicken pox), all 7<sup>th</sup> and 10<sup>th</sup> graders are required to have Hepatitis B series, a tetanus-diphtheria booster, and a second measles vaccine;
- Certificate of exemption for religious reasons;
- Certificate of exemption for medical reasons;
- The Department of Health determines that, according to recognized standards of medical practice, any required immunization is unnecessary or hazardous;
- A written exemption issued by authorized school official, not to exceed thirty (30) school days, to permit a child who transfers into the district to attend classes until his records can be obtained. At the end of the thirty-day exemption period, if the parent or the student fails to present a proper immunization certificate, the School Administrator will temporarily exclude the student and instruct the parent to present proper immunization certification to the School Administrator or designee before the student will be allowed to re-enter school.

A child shall be exempt from the requirements upon written request of the parent or guardian of such student stating objections on religious grounds. Documentation certifying the same, signed by a parent/guardian must be entered into the child's record.

### **Notification of In Loco Parentis**

Special Power of Attorney and Certification is needed for admission purposes in cases in which a student is not residing with his or her parents/guardians. This designates that the adult person with whom the student resides stands in loco parentis. In special circumstances, the School Administrator may accept a notarized statement signed by the parent/guardian until the certification can be obtained.

**D. Program**

**Cornerstone Prep School  
2010 - 2011 School Calendar**

Teachers Begin: August 30, 2010

Staff Professional Development Days August 30 – September 7, 2010

First Day of Instruction: September 8, 2010

Vacation & Holidays:

September 6	Labor Day
November 11	Veterans' Day
November 22-26	Thanksgiving Holiday Week
December 20 - January 7	Winter Break
January 17	Dr. Martin Luther King, Jr. Day
February 21	President's Day
April 18 – 22	Spring Break
May 30	Memorial Day

Last Day of Instruction: June 24, 2011

Last Day for Teachers: June 24, 2011

TOTAL INSTRUCTIONAL DAYS: 179

# Cornerstone Prep School 2010-2011 School Calendar

M	T	W	TH	F
<b>July</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

M	T	W	TH	F
<b>August</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	T	W	TH	F
<b>September</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

<b>October</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>November</b>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

<b>December</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

<b>January</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

<b>February</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

<b>March</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

<b>April</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

<b>May</b>				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

<b>June</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

	First & Last Day of School/Instruction
	Staff Professional Development
	Vacation – No Students
	Legal Holiday – No Students or Staff
	Parent/Teacher Conferences
	Beginning/Ending of Grading Period

## **School Hours**

7:30am Before School Care and Breakfast  
8:00am Classes Start  
2:55pm Classes End  
3:00pm After School Care Starts

CPS provides 179 days of instruction, following the LAUSD traditional school calendar with some minor exceptions. Cornerstone meets the minimum number of instructional minutes required by CA Department of Education for each grade level.

## **Before School Care**

Cornerstone provides before school care for the convenience of parents. Before school care begins at 7:30am. Breakfast is served at 7:30am.

## **After School Care**

After School care is provided on site by the Salvation Army Youth & Community Center. For more information call (323) 586-0288.

## **Program of Study—General**

In compliance with California Statutes, the instructional program at Cornerstone Prep School at each grade K-6 includes all California Student Performance Standards.

California State Standards communicate the levels of expectation for student achievement at grades K - 6 in each of these areas. The Standards, Benchmarks, and Grade Level Expectations reflect state requirements and identify what students should know and be able to do as they progress from one level to another. All teachers are expected to know, be proficient in teaching, and instruct all students according to the California State Standards applicable to the course, subject, and grade level of the student.

Reading instruction in grades K-6 is based on the Success for All curricula.

## **Program of Study—Special Education and Section 504**

CPS believes that most children can be successful in a general education setting with proper supports. Therefore, Cornerstone supports its students in an inclusive setting wherever possible. Cornerstone Prep School general program of instruction for students with disabilities is responsive to the required sequence of courses and related curricular activities provided for all students in Cornerstone Prep School. Cornerstone's curricular structures allow for continued assessment and monitoring of student performance and strongly support the needs of its identified Special Education students. Students with special needs will be required to demonstrate mastery in the same general areas of study as general education students unless otherwise specified on the Individual Education Plan (IEP). Furthermore, Cornerstone Prep School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Cornerstone Prep School.



Cornerstone Prep School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Federal Rehabilitation Act and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE).

In the event that Cornerstone Prep School is unable to provide an appropriate placement or services for a student with special needs, Cornerstone Prep School will contact the District to discuss placement and service alternatives. *Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of Cornerstone Prep School, including but not limited to placement at a District school or at a non-public or private school, will be considered.*

### **Program of Study—English Language Learners**

It is the intent of Cornerstone to provide an English immersion environment whereby students that are not currently English proficient will learn in the general education setting with the assistance of teachers with CLAD credentials which authorizes the holder to provide the instruction for English language development in grades twelve and below. The goal will be to create a learning environment whereby all English Language Learners achieve the same challenging grade level standards as native-English speaking students. Through a small school environment focusing on individualized and personalized attention via Cornerstone's Personal Education Plans, this goal is attainable. Students' progress in acquiring English proficiency will be determined by using the California English Language Development Test (CELDT) to assess listening, speaking, reading and writing skills.

Cornerstone will implement the following curricular plan to meet the needs of its ELL students:

- A minimum of 30-45 minutes of instructional time daily in the general education classroom, incorporated into Success for All Reading and Study Island and supplemented by *On Our Way to English*. ELD Standards will be used as a guide to instruct students on a daily basis.
- Language support in other areas: Language Arts, Science, Social Studies, Mathematics.
- Differentiated instruction within an inclusive setting.
- Monitoring ELD level growth utilizing ELD Portfolios (LAUSD leveled folders).
- The goal of one level progress per year through the process of attaining fluency.
- Charter goal is to reclassify 10% of our English Language Learners each year.
- Reclassification will be based upon:
  - Option A – LAUSD Reclassification: CELDT and ELD folder level 4/5 with mastery scores of 3 or higher, Progress Report marks of 3 or 4 in ELA and Math, CST/STAR English Language Arts scores Basic, Proficient or Advanced levels and Parent Consultation
  - Option B-Charter Reclassification: 2 measurable indicators; CELDT levels 4 or 5 and STAR scores of Basic, Proficient or Advanced in English Language Arts, classroom achievement grade of a B or higher (Progress Report marks of 3 or 4 in ELA and Math) and parent participation.
- After reclassification; students will be monitored for a period no less than 2 years to evaluate their progress.

## **Uniforms**

All students attending Cornerstone Prep School are expected and encouraged to wear uniforms. The Board of Directors believes that uniforms aide in contributing to a positive learning environment for all students. Cornerstone will assist parents who are unable to purchase uniforms. Parents who wish to attend Cornerstone, but who are opposed to compliance with the Uniform policy may submit a waiver outlining their objections in an effort to “opt out” of this policy.

### **Standards for Dress**

- Shirts will be tucked in at the waist and shall not be worn “bloused” over the belt.
- Pants, shorts, skirts shall be worn at the normal waist level and shall not sag or ride on the hips.
- Shoes shall be laced and tied.
- Make-up and jewelry shall be limited so as not to distract others.
- Hair color shall be a natural color. Blue, green, pink, etc. are inappropriate at school.
- Hair length and style may not obstruct vision or create a distraction
- Students may not wear hats or caps while in school.
- Students shall wear uniforms when off campus on field trips or other school-related activities.

### **Belts (both Boys and Girls)**

Students who have belt loops on their pants or shorts shall wear a black, brown or navy belt.

### **Sweaters, Jackets, and Sweatshirts (both Boys and Girls)**

Students may wear blue sweaters, jackets, or sweatshirts so long as there is **no hood**. Outerwear must either be **unadorned** or have the Cornerstone Prep School logo. Students may not wear jackets or sweatshirts while in class.

### **Pants and/or Shorts**

Pants or shorts shall be khaki in color. Students are not permitted to wear denim or “jeans” nor are they permitted to wear cargo or other baggy styles. Shorts are to extend to at least the tip of the student’s fingers.

### **Shirts**

Shirts shall be a green or navy polo shirt with the Cornerstone Prep School logo. Polo shirts may be either short or long sleeve.

### **Shoes**

Boys shall wear either black or brown shoes. Students may not wear shoes with platform soles, lug soles, or that have heels that exceeds 1 ½ inches. Students may not wear sandals. Socks must be worn.

### **Skirts (Girls Only)**

Girls may wear khaki or plaid skirts. Skirts are to extend to at least the tip of the student’s fingers.

## E. Curriculum

### Curriculum

In designing its curriculum, Cornerstone focused on the needs of an educated individual in the 21<sup>st</sup> Century. These critical skills include the critical concept of learning to learn. The information age is rapidly increasing the amount of knowledge and skills necessary for one to be successful in our growing economy and our global society. It is impossible for us to teach our students everything they will need to know for the future. Cornerstone has a heavy focus on teaching students to learn or to comprehend information through strengthening their reading ability and ensuring continuous growth in this area.

Cornerstone also recognizes the importance of a student's ability to be a productive member of a team. Cooperative learning is a foundation of our educational program. *Success For All* has embedded strategies in this area to support students in finding success working with their peers. These skills and concepts are also integrated in all areas of the curriculum.

We also believe that educating students to be productive, positive citizens is an important responsibility of our schools today. Teaching students the concepts of respect, responsibility, and safe behavior is of utmost importance and covered in our school-wide discipline plan: SURRF. The concepts of Safety, Unity, Responsibility, Respect, and Fun are reinforced through the communication of behavior expectations direct instruction, rewards and consequences.

### Designed for ALL Learners

Cornerstone recognizes that students may have identified areas of need including special education, prior low performance, or gifted and talented characteristics. Cornerstone's curricular programs and delivery of instruction is based on continuous assessment and targeted intervention to support the learning of all students. Cornerstone's willingness to individualize and regroup students is a key aspect of our design that brings success to ALL learners regardless of their abilities or disabilities.

#### Gifted/High Achieving Learners

Students who attend Cornerstone who are gifted or high achieving students will have their needs met based on the regrouping of students. A student who is advanced, even beyond their grade level, will be grouped with children during *Success For All* Reading, and mathematics, when appropriate, to continue to build upon their mastered skills. Since all learners are assessed regularly, Cornerstone's structure will in fact address their needs and allow them to gain maximum benefit from instruction.

#### Below Grade Level Learners

Students who are performing below grade level will also gain maximum benefit through the regrouping practices utilized in core subject areas. With on-going assessments to identify areas of weakness, students who are achieving below grade level will have their areas of need identified and provided direct instruction with regard to deficiencies with the goal always being attainment of grade level standards at a minimum.

#### Low Socio-Economic Status

Cornerstone has based its programs and curriculum on access for all. Cornerstone believes that the socio-economic status of a child will not be a hindrance to their successful learning.

Through creating a positive learning environment, Cornerstone will service the needs of all students as outlined in this section. Cornerstone will participate in the National School Lunch program and will offer scholarships to parents to support the purchase of uniforms when financial need exists.

### **Instructional Calendar/Assurances**

Cornerstone will maintain a calendar closely aligned to the traditional calendar adopted by Los Angeles Unified, with some minor exceptions for staff development and parent conference days. Cornerstone will maintain a minimum of 179 school days in its calendar exceeding the minimum minutes of instruction required each year.

### **Language Arts**

Cornerstone has based its charter on the *Success For All* curriculum developed by researchers at Johns Hopkins University in the 1980's. In a recent review, *Success For All* is one of only two programs singled out by the federal Reading First program, a program which received the highest rating for research on reading outcomes. The review, issued by the Comprehensive School Reform Quality Center (CSRQ) at the respected American Institutes for Research, identified *Success for All*, along with *Direct Instruction Full Immersion Program*, as having the strongest evidence of effectiveness for reading among 22 comprehensive school reform programs.

Through the use of the *Success For All Roots & Wings Reading Program* as our core Language Arts program, Cornerstone supports students in moving toward the achievement of all grade level reading standards. Cornerstone believes that reading is the foundation to a student's success and therefore believes this focus is critical to creating a successful student in all core subject areas. Reading is scheduled during a 90-minute block school wide. By scheduling these classes at the same time in all grade levels, it allows for the most effective differentiated grouping. Children are grouped by ability, not age. Continuing assessment ensures that children will move between groups as their progress dictates every nine weeks.

#### **Primary Reading Program – Reading Roots (Grade Level K-1)**

Reading Roots is a 90-minute comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness in randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically-focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure they are receiving the most focused instruction.

Second and third grade non-readers can be regrouped into Reading Roots classes. This solution includes all of the elements needed for ensuring success: teacher manuals, student materials, initial training for teachers, intensive onsite and telephone coaching, and tools for monitoring students' progress. Reading Roots lessons feature the following parts:

- **FastTrack Phonics:** Colorful mnemonic pictures are integrated with alliterative phrases, sounds, and letter cues to provide phonemic awareness and phonics instruction in six skills: letter-sound correspondence, auditory sound blending, word-level blending, writing

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sounds, auditory segmentation of sounds, and sound spelling. Entertaining puppets, chants, and games add fun to the fast-paced systematic instruction that is designed to review and introduce sounds and their written representations. Teachers decide to review or accelerate lessons based on informal monitoring and diagnostic assessments.

- **Shared Stories:** Colorful Shared Story books invite students to use their developing decoding, fluency, and comprehension skills. The teacher presents new vocabulary words, and then guides students to read the story with their partners. Students then discuss their comprehension as they become confident, enthusiastic readers.
- **Story Telling and Retelling (STaR):** A collection of forty-eight books, both fictional and expository text, are read interactively with students as part of the Reading Roots lessons. Prediction, clarification, questioning, summarization, and visualization strategies are modeled and practiced as they relate to the comprehension of the text structure, meaning, or story elements of the STaR books.
- **Language Links:** Structured Language Links activities, which are based upon the corresponding Shared Story and STaR story in the lesson, stimulate children's oral language and cognitive development as they learn effective ways to communicate ideas, feelings, and experiences. Students use higher-level thinking skills as they engage in discussion of authentic literature.
- **Adventures in Writing:** On the third day of every Reading Roots lesson, students are guided through a writing activity that is related to the theme of both the Shared Story and STaR books. Students use the writing process as they think, speak, and work collaboratively with others.

#### Intermediate Reading Program – Reading Wings (Grade Level 2-6)

Reading Wings is a 90-minute daily comprehensive program that targets the needs of students reading at the 2nd through 8th grade levels to ensure their consistent growth as proficient readers. Reading Wings is based on scientific principles and proven, through control-group research, to improve students' reading comprehension. Students are assessed and regrouped according to their reading level every quarter to ensure they are receiving the most focused instruction possible.

Students in grades 2-5 who have successfully learned to decode need more sophisticated reading skills to become proficient readers. These skills include vocabulary development, reading comprehension, fluency, oral language development, and written expression. Students also need ample opportunities to read both narrative and expository text.

Reading Wings teaches students comprehension strategies, such as summarization, clarification, graphic organizers, story structure, and prediction, so that students can become confident, strategic readers. Reading Wings lessons feature the following parts:

- **Listening Comprehension:** In Listening Comprehension, teachers use fiction or nonfiction text to model strategic reading and engage students in interactive dialogue about story elements, author's craft, or expository text structure. The teacher reads the selection interactively with the students, asks higher-order thinking questions, and involves them in discussing the story structure of narrative and expository text, literary devices, genres, and making predictions.
- **Teamwork:** Students spend approximately 55 minutes participating in Reading Together. During this time, student activities are guided by Treasure Hunts that are created to support a variety of reading materials, from the second- through eighth-grade reading levels. Treasure Hunts focus on story-related activities, which begin with teacher-directed story motivation, vocabulary, and story introduction. Partner/team

practice guides students through a sequence for reading and discussing the text. Teachers closely monitor student teams to model the use of comprehension strategies.

- **Adventures in Writing:** Adventures in Writing activities are linked to the texts that the students are reading. They are designed to extend students' thinking about certain concepts or skills, provide instruction in different types of writing, and engage students in working through the writing process in a cooperative setting.
- **Two-Minute Edit:** Toward the end of each day's lesson, students participate in Two-Minute Edit, a whole-group activity that focuses on a grammar or mechanics objective selected by the teacher from a sentence or short paragraph in their writing.
- **Book Club:** Book Club, which is done two or three times each week, is for students to share the books and stories they have enjoyed with their classmates. Book Club is an opportunity to reinforce and celebrate the reading that students complete each night at home.

Cornerstone strongly feels that through the use of the *Success For All* programs and a rigorous assessment plan, students who attend Cornerstone Prep School are better able to make great gains in reading and better prepared to face the rigors of high school, and if they choose, post secondary education.

#### Alignment of Language Arts Program to California Standards

Cornerstone recognizes the need that its curriculum is standards based and clearly aligned to the California State Content Standards. Success For All is currently used in schools throughout California, as well as a number of schools in the Los Angeles Unified School District. Below are samples of the alignment for both Roots (Grade 1) & Wings (Grade 4) by component to the standards is provided below:

### **Mathematics**

Cornerstone believes that it is of the utmost importance to lay the groundwork for a strong mathematical understanding in the elementary grades. While children are more capable in the area of math, they often get bogged down trying to memorize math facts or learn basic skills instead of gaining a solid foundation and understanding of how to think mathematically. Based on research and on knowledge of how children learn, it is critical that students move beyond basic skills and rote memory and on to developing a solid understanding of mathematics. Cornerstone has selected state-adopted curricular programs to maximize student performance and achievement at all grades.

#### Houghton Mifflin Mathematics – Grades K- 5

Through the implementation of *Houghton Mifflin Mathematics* at the kindergarten-fifth grade level, students have shown great gains in performance in the area of mathematics while laying the foundation for future success in higher mathematics.

*Houghton Mifflin Mathematics* emphasizes the five content strands and processes recommended by the National Council of Teachers of Mathematics Standards. At each grade level, the program focuses on basic skills development, problem solving, and vocabulary expansion to help students' master key math concepts. The program incorporates assessments—including lesson-level interventions to meet the needs of all learners—to monitor students' progress. Students practice daily math lessons through instructional software, enrichment worksheets, manipulatives, and workbooks in addition to student textbooks.

The *Houghton Mifflin Mathematics* research-based materials provide:

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- comprehensive support to ensure math achievement;
- a strong focus on skill building, problem solving, and concepts mastery for every level of learning;
- practice for every day mathematics and test-taking success;
- a variety of components to fit unique learning styles; and
- built-in assessments to monitor student progress every step of the way.

### McDougal Littell Math for Grade 6

*McDougal Littell Math* contains dynamic learning activities, flexible lesson planning, and constructive, ongoing assessment. *McDougal Littell Math* supports great math lessons and helps lead students to success. According to an independent study comparing the effectiveness of middle school math textbooks, *McDougal Littell Math* program helps reduce the achievement gap for minority students and improves their attitudes toward math. The use of this series is key to preparing Cornerstone students to successfully enter neighborhood middle schools and have the necessary skills for continued success.

### Alignment of Mathematics Program to California Standards

Cornerstone recognizes the need that its curriculum is standards based and clearly aligned to the California State Content Standards. Houghton Mifflin and McDougal Littell are both State adopted curriculum and provide pacing and alignment information with their program. Both curricular programs are also currently used in a number of schools in the Los Angeles Unified School District. Below are samples of the pacing and alignment documents to further demonstrate this alignment.

## **Science & Social Studies Curriculum**

Cornerstone has formally adopted the *Houghton Mifflin Science* program for students in Kindergarten through Grade 6. As a state-adopted text, this curriculum provides Cornerstone students the opportunity to master state standards and allows students to explore the areas of science in a hands-on, experiential approach. Cornerstone has also adopted the *Houghton Mifflin Social Studies* program for students in Kindergarten through Grade 6. Like the science program, the *Houghton Mifflin Social Studies* program is state-adopted and provides Cornerstone students with the opportunity to master state standards. Utilizing a collaborative approach, these curricula allow students to gain important knowledge without the obstacles of readability or grade proficiency.

To ensure that transitioning students are prepared for a traditional middle school experience, Cornerstone will also use a middle school science and social studies series to deliver a rigorous curricular program comparable to what is used in surrounding middle schools. Furthermore, the academic schedule in sixth grade, while taught by a single teacher, will mirror the content focus that is found in local middle schools.

### Alignment of Science and Social Studies Programs to California Standards

Cornerstone recognizes the need that its curriculum is standards based and clearly aligned to the California State Content Standards. Houghton Mifflin Science and Social Studies series are State adopted curriculum and have provided pacing and alignment information with their programs. Both curricular programs are also currently used in a number of schools in the Los Angeles Unified School District and around the State of California. This pacing guide was provided by the publisher and was developed for another Southern California District. Below are sample of these alignments.

## **Enrichment**

Cornerstone recognizes the need to expose students to other areas of learning outside of the core subject areas. It will accomplish such experiences through the use of permanent, qualified staff, or temporary experts in the field of music, art, physical education, or foreign language, as the need is determined each year.

## **Grading System**

Cornerstone Prep School conforms to the statewide uniform academic grading policy of:

### **Achievement Scores**

4 = Advanced	1 = Above Grade Level
3 = Proficient	2 = At Grade Level
2 = Partially Proficient	3 = Below Grade Level
1 = Not Proficient	

### **English Language Development (ELD) Achievement Scores**

4 = Advanced Progress	1 = Partial Progress
3 = Average Progress	2 = Limited Progress

In some cases, students work will be graded on a rubric outlining the expectations for an assignment and assigning point values for each required component. In such cases, students will be given the rubric prior to the assignment.

## **Reporting of Student Progress**

Student progress in academics, conduct and attendance is reported to parents through several methods.

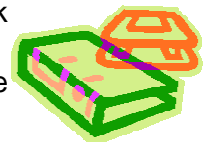
- Daily, the Student Planner is the means of communication between school and home. Students are required to write their daily assignments in the planner. Teachers may use the Student Planner to inform parents of missing/late work or upcoming tests or project due dates, etc.
- Every 9 weeks, report cards are issued and mailed home.
- Parent conferences are scheduled the week before school starts and every 9 weeks.
- Parents, teachers and administrators may schedule additional conferences as needed.

## **Homework**

Homework is a very important component of CPS's curriculum. Students need regular practice to help them understand, refine, and enrich the skills and concepts taught on a daily basis.

### **Teacher Responsibilities**

- Teachers will assign homework Monday – Friday in Reading and possibly in Math. Teachers can assign homework in other subject areas Monday – Thursday.
- Specific time will be set aside for students to record homework assignments, spelling words, and other pertinent information.
- Teachers will record homework assignments, test & quiz dates, project due dates, etc. on board for students.



Student Responsibilities

- Students will complete their daily homework assignments.
- Students will turn homework sheets each day.
- Students will complete required homework each night.
- Students will read 20 minutes each day, Monday – Friday.

Parent Responsibilities

- Parents or Guardian will provide some quiet time for their child to do homework.
- Parents or Guardian will monitor and check for completion of homework assignments.
- Parents or Guardian will help their child remember to get their homework to school each day.
- Parents or Guardian will monitor reading to ensure their child is reading 20 minutes each day.

## **F. Academic Assessment & Proficiency**

### **Student Academic Assessment/Testing**

Cornerstone Prep School students participate in the same testing program as all other students in Los Angeles Unified School District. This includes:

- California Standards Test
- California Achievement Test (CAT 6), and
- other assessments required by the LAUSD or the state of California

### **Internal Assessments**

Cornerstone Prep School conducts a standardized assessment of each student at 9-week or 18-week intervals. These assessments are used to measure the effectiveness of the total school program, student progress in reading and math, and to determine appropriate placement for instruction. Instruments may include, but are not limited to, *Success For All 4-Sight*, Gates-MacGinitie Reading Assessment, G-MADE, curriculum-based assessments and teacher-developed assessments.

## **Promotion and Retention Policy**

### **Proficiency**

Each student's progression from one grade to another must be determined, in part, on proficiency in reading, writing, and mathematics. Students are expected to master grade level content and skills. This includes mastery of California State Standards as documented by each teacher, meeting course content requirements, demonstration of growth on standardized assessments, and satisfactory performance on state assessments (California Standards Test, CAT 6).

Teachers evaluate a variety of student performance indicators to determine proficiency, which include, but are not limited to student work samples and classroom performance, teacher-made tests, regularly administered reading assessments.

### **Special Education Students**

Special Education students will be required to demonstrate mastery in the same general areas of study as general education students unless otherwise specified on the Individual Educational Plan. Alternative measures for performance standards and accommodations/modifications for assessment should be addressed in the student's PEP/IEP when warranted.

Promotion and retention for is a decision based on the student's individual needs as determined by the IEP goals and objectives with the following items should be taken into account:

- Impact on the student's opportunities to be included in general education
- Developmental/maturational appropriateness
- Social/behavior skills
- Communication skills
- Physical maturity and chronological age
- Attendance
- Academic skill

### Section 504 and ELL Students

Students requiring special adaptations to the regular school program and determined eligible for Section 504 services are also required to demonstrate mastery in the same general areas of study as general education students. Students meeting eligibility requirements shall receive an Accommodation Plan that addresses strategies to meet the student's individual needs.

English Learners are also expected to make adequate yearly progress in English Language Development and in the content and performance standards of the core curriculum. Students who have a native language other than English shall be provided instruction and services in accordance with the district's ELL plan.

### **At-Risk of Retention & Remediation**

Students who do not demonstrate adequate levels of performance in reading, writing, mathematics, and science as determined by the classroom teacher, or who do not meet specific levels of performance on statewide assessments at specific grade levels as determined by the State Superintendent of Education, will be provided will be identified as at-risk for retention. A student is considered at-risk for retention if 2 or more of the following exist in any one quarter:

- Performing below proficient in two or more academic areas
- Less than 90% attendance
- A score of more than 2 grades below grade level placement on the quarterly reading and math assessments

Parents shall be notified as early in the school year as possible that their child may be at-risk for retention. A conference will be held between the child's teachers, parents and a school administrator to review student progress and determine possible remediation/intervention strategies. Additional assessments may be necessary to determine the nature of the student's difficulty and areas of academic need. The areas of need, intervention strategies and conference notes will be documented on the child's Personalized Education Plan.

Retention and programs of remediation for Special Education students shall be determined on an individual basis using the IEP process.

### **Promotion/Retention**

Students are promoted to the next grade based primarily on their academic progress and documentation of mastery of standards for the grade level.

If a student is performing below proficient in two or more academic areas for his/her assigned grade level the decision to promote or retain will rest with a team of educators from CPS, including classroom teachers and a school administrator. The team will review the case of any student deemed at-risk of retention. Such a review will include an examination of the student's academic progress, attendance, and violations of the Student Code of Conduct. If attendance and/or inappropriate behavior interfere with the student's ability to complete the academic requirements, retention may be appropriate.

When a student is identified for retention, the parents/guardians must be notified at least six weeks prior to the last day of the final grading period and earlier when appropriate. This notice identifies the reasons why the student is recommended for retention and provides an opportunity for parents to discuss the status of their child's grade assignment.

## **Promotion/Retention Kindergarten**

The retention criteria listed in this policy do not apply to kindergarten students. The decision to promote a kindergarten student should be made collaboratively between parent, teacher and School Administrator.

California state law requires that after a child has been admitted to kindergarten and attended for one calendar year, the child should be promoted to first grade unless the parent and school agree to having the child to continue attending kindergarten for no longer than one additional year. This applies to a child that begins kindergarten at the beginning of the school year or some later date. In order that a child may repeat kindergarten, a parent must sign the state required form *Agreement to Continue Pupil in Kindergarten*.

## **Parents Rights and Expectations**

- Parents have the right to participate in the development of intervention strategies to assist in their child's progress towards promotion to the next grade level.
- Parents have the right and are encouraged to maintain regular contact with the classroom teacher to monitor student progress.
- Parents will receive report cards from the school every nine weeks.
- Parents are asked to attend the scheduled conferences, or rescheduled if necessary, to ensure collaboration with the teacher.
- Parents have the right to appeal the decision of the team of educators to retain the student.

## **Appeals**

The decision to retain or promote a student may be appealed by the parents. The appeals process is:

- If a child is at risk of retention, the option will be discussed during the final parent conference at the end of the third grading period.
- Parents will be notified if their child is to be retained at least six weeks prior to the end of school. Formal notification will be made through certified letter addressed to the parents.
- Parents must put their appeal in writing and submit to the School Administrator within 10 days of receipt of the notification to retain the student.
- A meeting may be scheduled between School Administrator, teachers, parent and student.
- The School Administrator has 10 days to determine promotion or retention and the decision will be made in writing to the parent and a copy placed in the student's file.

## **Promotion and Retention Principles**

The following principles will be adhered to when considering the promotion and retention of any student:

- Students will be identified as early in the year as possible and parents notified that the student is at risk for retention
- If a student is identified to be “At-Risk of Retention” the school will provide interventions agreed upon by the parent and teacher to assist in the student’s progress towards promotion.
- Retention and/or promotion of a student will occur as the result of ongoing communication between the teacher, parents, student and school administration.
- Retention should be considered only when different strategies or effort will and can be exerted during the second year in a given grade level. Children often won’t learn from the same strategies that failed them in the past.
- When a student is retained the school administrator will request a parent signature on a document listing the reasons why the student was retained.
- Likewise, when a student is promoted despite meeting 3 or more of the retention criteria, the school administrator will request a parent signature on a document listing the reasons why retention was not appropriate.
- The student’s PEP will record progress on retention criteria and interventions.
- No student shall be retained more than once during the elementary or once during the middle school years.

## **Administrative Promotion**

If a parent requests that a student is promoted to the next grade level during the course of the school year, the following documentation and requirements must be fulfilled in order to request Board review for Administrative Promotion:

- Two sets of standardized test results (Reading and Mathematics)
- Student attendance of at least one grading period
- Meeting with school administrator, teachers and parents
- Teacher observations
- Behavior and maturity assessments
- Review of age and ability levels in all content areas
- Board review and final approval

## **G. Attendance Policy**

To fully benefit from the instructional program, students are expected to attend school regularly, be on time for classes, and satisfy all course requirements. Cornerstone students are expected to arrive at school on-time daily and participate in the full instructional day. Parents are obligated by law to compel the attendance of their child (Ed Code 48260.5) and may be prosecuted if they fail to meet this obligation.

Identification and notification to parents and guardians of attendance policy and truancy is also required by law. Cornerstone Prep School is obligated to inform parents/guardians of the following guidelines set by the Board of Directors of Cornerstone Prep School and corresponding California Education Code.

### **Attendance**

Students may be counted in attendance only if they are actually present or if they are away from school on field trips or other school sponsored activities under the supervision of school authorities.

### **Excused Absence**

Excused absence is defined as one of the following (Ed Code 48205):

- Illness or injury requiring medical or dental attention
- Medical, dental, optometry appointments
- Quarantine
- Funeral of immediate family, limited to 1 day in state, 3 days out of state
- Court appearance \*
- Employment conferences\*
- Religious holiday or ceremony\*
- Religious retreats, limited to 4 hours per semester\*

\* Must be requested in writing by parent/guardian and approved by the School Administrator.

Upon providing a valid excused absence, the student is not subject to disciplinary actions and is allowed to make up all assignments and missed tests within a reasonable period of time.

### **Verification of Excused Absence**

Students have 3 school days, including the day they return, to bring in verification for an excused absence. Acceptable forms of verification for excused absences include:

- Written note signed and dated by the parent/guardian stating the reason for absence
- Phone call from parent/guardian stating the reason for the absence
- Signed appointment verification from medical personnel
- Signed and dated court document
- Prearranged absence approved in writing by the School Administrator

The absence will be considered unexcused if the school does not receive written verification for the absence within 3 days.

Cornerstone employees have the right to follow-up on absence excuses and verifications through phone calls to parents/guardians, employers, medical personnel and other service providers as appropriate.

### **Unexcused absences**

Unexcused absences are absences are defined as the following (Ed Code 48260-48273):

- Unverified absence
- Truancy
- Suspension

### **Tardiness**

For optimum learning to occur it is important that students arrive on time and attend as much of the school day as possible. Tardiness is recorded when students have no bona fide reason for not being present and prepared for class at the appropriate time. Under California law unexcused tardies of 30 minutes or more will be counted towards unexcused absences for the determination of truancy and habitual truancy.

### **Truancy**

Students are deemed **truant** if they have 3 or more UNEXCUSED absences and/or tardies (30 minutes in duration) within one school year (Education Code Section 48260).

### **Habitual Truancy**

Students that have a combination of 6 or more UNEXCUSED absences and/or tardies (30 minutes in duration) during a school year are deemed **habitual truant** (Education Code Section 48264.5).

### **Truancy Intervention**

- Each day that a student is absent from CPS, parents will receive a phone call from the teacher to determine the reason for the absence.
- Students have 3 school days, including the day they return, to bring in verification for an excused absence. See above section on excused absences for acceptable verification.
- If a student has had 3 unexcused absences, or absences for which the reasons are unknown, the student's primary teacher shall report to the School Administrator that the student may be exhibiting a pattern of nonattendance.
- Certified attendance letters are sent home from the school after the 3<sup>rd</sup> unexcused absence and/or tardy. This letter is an attempt to bring the student back in good standing with the compulsory attendance laws and to ensure that no more unexcused absences occur.
- The School Administrator will convene a meeting of the parent/guardian, student, teachers and other school or services personnel as appropriate to identify potential remedies.
- If an initial meeting does not resolve the problem, the School Administrator shall implement interventions that best address the problem. The interventions may include, but need not be limited to:

- Frequent communication between the teacher and the family
- Changes in the learning environment
- Student counseling
- Tutoring and/or mentoring
- Evaluation for alternative education programs
- Attendance contracts
- Referral to other agencies for family services
- Certified attendance letters are sent home from the school after the 6<sup>th</sup> unexcused absence and/or tardy. This letter is an attempt to bring the student back in good standing with the compulsory attendance laws and to ensure that no more unexcused absences occur.
- After the 6<sup>th</sup> unexcused absence or tardy, Cornerstone Prep School may also pursue other interventions as provided for in California Education Code, including:
  - Referral to a truancy mediation program
  - Referral to a School Attendance Review Board
  - Referral to county probation officer
  - Parent referral to Child Protective Services

### **Penalties for Truancy under California Law**

California law provides for numerous penalties of both student and parent for habitual truancy. It is Cornerstone's obligation to inform you of the possible penalties.

#### **Students**

Participation in after school or weekend study programs

Performance of court-approved community service hours

Payment of fines up to \$100

Attendance in truancy prevention program

Suspension or revocation of driving privileges, for students age 13 to 18.

#### **Parents**

Criminal charges of contributing to the delinquency of a minor.

Fines up to \$500 for 3 convictions (Education Code Section 48293).

### **Make -up work for excused absences**

For excused absences, the student is required to make up the work missed during the time of absence or completed within five (5) school days after the student returns to school. However, the teacher may grant additional time for the make up work if the individual situation warrants. Students absent the day of a test or the day a project is due should be ready to take the test or turn in the project on the day he/she returns, providing the test/project date was announced before the absence.

Students may not make up work for unexcused absences.

## **H. Discipline Rules**

California Education Code Section 35291.5 authorizes each school to develop discipline rules and procedures. The following rules and procedures shall apply to all Cornerstone Prep School students, parents, and school staff. Students are subject to these rules; while on school grounds, while going to or coming from school, during lunch period, and during any school sponsored event.

### **Parent and Guardian Responsibilities**

Parents and/or guardians are solely responsible for the behavior of their child while attending Cornerstone Prep School. Parents and/or Guardians are responsible for making sure that their child is dressed properly in the school uniform and arrives at school on time.

If a student has disrupted school activities or otherwise defied the valid authority of a teacher or administrator, committed an obscene act, or engaged in habitual profanity or vulgarity, the school may require that the parent/guardian attend school in his or her child's classroom.

### **Student Rights and Responsibilities**

While student rights and responsibilities allow for growth and development of the individual, nowhere is it stated or even implied in this document, that the school relinquishes its authority and responsibility. The School Administrator has the responsibility and authority for maintaining an orderly educational process. Students have rights and responsibilities relative to the knowledge and observation of school and Board rules; attendance; respect for persons and property; assembly and free speech; and student publications.

### **Right to Search**

In order to ensure a safe learning environment for all students, CPS maintains the right to search both school owned and student owned property on campus. Students' storage areas or lockers, provided by the school, are subject to search. In addition, students' personal belongings, such as backpacks, purses, binders, and clothing are subject to search.

### **Conduct Expectations**

Students are expected to be on task, follow rules, and demonstrate behaviors that do not interfere with the learning environment. When a student is disturbing others and/or interrupting instruction, changes have to be made. CPS is a school where learning is the mission. Manners and courtesy are the norm at all times.

*Conduct grades will be determined by the teacher over each nine-week period and reported on report cards.*

### **Items Prohibited from the School**

Items deemed by the CPS administration to be distractions to the learning environment, targets of theft, inducement to misconduct, or otherwise inappropriate for possession at school are not allowed on campus.

### Drugs, Tobacco, & Alcohol

Alcohol, tobacco and nicotine products (such as cigarettes, chew, or other related products) are prohibited and students found in possession of, or to have used, such products under school jurisdiction, will receive specified consequences ranging from suspension to expulsion. Possession of drugs at school may also constitute a crime and will be reported to local law enforcement officials.

### Electronic Devices

The use of pagers or electronic signaling devices by students on campus is prohibited during school hours. Also, the use of electronic audio, video, or game devices is not allowed during school hours.

### Cellular Phones

A student may have a cellular phone at school but the cellular phone must, at all times, be turned off and kept in their backpacks. If a student is observed using a cellular phone during school hours the phone will be confiscated until redeemed by a parent or guardian. Exception to this policy may be granted by the School Administrator for purposes relating to the health needs of a student.

### Firearms, Weapons, and Other Dangerous Objects

The school maintains a "Zero Tolerance Policy" for any type of dangerous object. Therefore, school staff will take immediate appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to, knives (including Swiss Army-style knives, exacto knives, utility knives), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of firearm or BB/Pellet gun (including replica guns).

Pursuant to the Federal Gun Free Schools Act, and in accordance with California law, any student found in possession of a firearm shall be expelled.

### Other Items not allowed on campus include

- Large sums of money
- Pokemon, Yu-gee-oh, or other trading cards or objects
- Pets
- Sports equipment, except as needed by CPS team members
- Skateboards or other similar transportation devices
- Gum

## **Grounds for Disciplinary Action**

The following list is intended to serve only as examples of the kind of student actions that would require the school to take discipline action. It is not intended to be all encompassing.

- Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, or other school personnel engaged in the performance of their duties
- Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
- Committed an obscene act or engaged in habitual profanity or vulgarity

- Failure to properly wear the school uniform
- Cheating
- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another
- Aided or abetted the infliction or attempted infliction of physical injury to another person
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the School Administrator/designee
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold a prescription drug
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Committed sexual harassment, as defined in California Education Code Section 212.5
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233
- Made terrorist threats against school officials or school property, or both.

### **Suspension/Expulsion**

Cornerstone Prep School will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process. The rights of students shall be maintained during disciplinary actions including the right to counsel, the right to present evidence, and the right to confront and cross-examine adverse witnesses.

Students who violate the school policies may be subject to, but not limited to, the following:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

Grounds for Suspension

Pursuant to E.C. 48900, A student shall not be suspended from school or recommended for expulsion, unless the school administrator determines that the student has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the administrator or the designee of the administrator.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

A student shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of Cornerstone Prep School or occurring within any other school district. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). As used in this section, "school property" includes, but is not limited to, electronic files and databases.

Cornerstone Prep School administrator may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. Alternatives to suspension or expulsion will be imposed against a student who is truant, tardy, or otherwise absent from school activities.

#### Procedure for Suspension

Suspension shall be preceded by an informal conference conducted by the school administrator with the student and his/her parent/guardian. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunities to present his/her version and evidence in his/her defense. The conference may be omitted if the school administrator determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. In the event the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

#### Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify

the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

#### Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. As required by E.C. 48903.(a) the total number of days for which a student may be suspended from school shall not exceed 20 schooldays in any school year.

For the suspension of students with disabilities IDEA 2004 regulations will be followed. According to IDEA 2004, a student with a disability who has an IEP in effect can be disciplined like any other student who violates the school code of conduct. Special circumstances will be handled with the decisions of the school IEP team with the involvement of the parent.

Additional provisions of the law allows schools to seek to remove a student for up to 45 school days if the school believes that returning the student to the same educational placement is substantially likely to result in injury to the student or other students. The school must do this by making a request to a hearing officer, who, among other requirements, is not employed by the state education agency or local school district involved in educating the child; has specialized knowledge and skills related to IDEA; and has no interests that conflict with his objectivity in the hearing process. The student will remain in the interim alternative educational setting, unless the parent and the state agree otherwise or the time period for the infraction (e.g., 45 school days for special circumstances or duration applied to non-disabled students) has expired. The interim alternative educational settings will be determined by the IEP team with the involvement of the parent.

#### Appeal of Suspension

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the administrator. The administrator will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the administrator determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process will be amended as the administrative structure changes with the growth of the school and will be defined in the student handbook. Final appeals are to the local School Site Council.

#### Grounds for Expulsion

Pursuant to E.C. 48915, the school administrator shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense

for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

- Robbery or extortion.
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Upon recommendation by the school administrator, Cornerstone Prep School Board may order a student expelled.

A decision to expel shall be based on a finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

The school administrator shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the administrator or the designee of the administrator. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

Cornerstone Prep School Board shall order a student expelled upon finding that the student committed an act listed above, and shall refer that student to a program of study that meets all of the following conditions:

- Is appropriately prepared to accommodate students who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- Is not housed at the school site attended by the student at the time of suspension.
- As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

As required by The Gun-Free Schools Act (GFSA), a student who is determined to have brought a weapon to school will be expelled from school for a period of not less than one year.

### Recommendation for Expulsion

Students will be recommended for expulsion if the school administrator finds that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- If the findings above are not determinable, Cornerstone Prep School Board of Directors will form a committee to evaluate the situation thoroughly and make a recommendation to the board.

### Expulsion Hearing and Written Notice to Expel

A student recommended for expulsion is entitled to a hearing in order to determine whether he/she should be expelled. The hearing will be held within thirty (30) days after the school administrator determines that an act listed under "Grounds for Mandatory Expulsion", "Grounds for Discretionary Expulsion" has occurred. The hearing will be presided over by Cornerstone Prep School Board of Directors or a Charter School Board-appointed impartial administrative panel of three or more persons, none of whom are a member of Cornerstone Prep School Board of Directors or employed by the school in which the student is enrolled.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of Cornerstone Prep School's disciplinary rules, which relate to the alleged violation.
- Notification of the student's parent/guardian's obligation to provide information about the student's status in LAUSD to any other district in which the student seeks enrollment if the student is expelled. This notification will be included in the expulsion notification letter.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The administrator or designee, following a decision by Cornerstone Prep School Board of Directors to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student; and
- Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Cornerstone Prep School.
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion

- Appeal procedures/protocol.

The Administrator or designee shall send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:

- Student's name; and
- Specific offense committed by the student.
- In the event of a decision to expel a student from Cornerstone Prep School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. If the decision is not to expel, the student will continue at Cornerstone Prep School.

#### Appeal of Expulsion

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by Cornerstone Prep School's Board of Directors will hear the appeal, and its decision will be final.

#### Rehabilitation Plans

Pupils who are expelled from Cornerstone Prep School shall be given a rehabilitation plan upon expulsion as developed by Cornerstone Prep School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Cornerstone Prep School for readmission.

#### Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Cornerstone Prep School's governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of Cornerstone Prep School at the time the pupil seeks readmission.

#### Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, Cornerstone Prep School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Cornerstone Prep School administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Interim Alternative Education Setting

A setting other than the one in which the student's behavior occurred that is deemed appropriate by the IEP team will be provided by the school administration. These settings include, but are not necessarily limited to, alternative classes, in-house supervision and special classes, tele-teaching, home tutoring, provision of videotaped classes, a day treatment program. Access to the general education curriculum will be a part of the interim educational setting.

Outcome Data

Outcome data will be maintained including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

# I. Equity Policy for Students

## **Non-Discrimination**

It is the policy of Cornerstone Prep School to offer students the opportunity to participate in appropriate programs, services and activities without regard to race, color, creed, gender, national origin or ancestry, religion, marital status, economic status, domicile, parenthood, age, sexual orientation, political beliefs, physical or mental disability, medical condition including pregnancy, genetic characteristics, or any other basis protected by federal, state, or local law or ordinance or regulation. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

## **Discrimination and Harassment**

Students, while they are in school or participating in school-related activities, are entitled to an environment free of discrimination and/or harassment by other students, adult employees, volunteers, or persons with whom the school contracts for services.

Prohibited harassment includes, but is not limited to:

- Verbal conduct such as slurs, innuendoes, epithets, derogatory jokes or comments or verbal conduct reflecting on an individual's race, ethnic background, gender or handicapping condition which has the purpose or effect of creating an intimidating, hostile or offensive educational environment; has the purpose or effect of unreasonably interfering with the individual's school performance or participation; or otherwise adversely affects an individual's educational opportunities.
- Visual displays reflecting on an individual's race, ethnic background, gender or handicapping condition which has the purpose or effect of creating an intimidating, hostile or offensive educational environment; has the purpose or effect of unreasonably interfering with the individual's school performance or participation; or otherwise adversely affects an individual's educational opportunities; visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of race, ethnic background, gender or handicapping condition or any other protected basis;
- The denial or provision of aid, benefits, grades, rewards, faculty assistance, services, or treatment on the basis of sexual advances or requests for sexual favors.
- Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational career; submission to or rejection of such conduct is used as a basis for educational decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile or offensive educational environment.
- Retaliation for reporting or threatening to report harassment.

## **Reporting**

Students should promptly report complaints pertaining to Cornerstone Prep School's Equity Policy to a teacher or the School Administrator following the Implementation Guidelines outlined below. In any case which involves initial reporting of alleged sexual harassment, nothing in this policy or in any other policy or procedure shall require the individual alleging sexual harassment to present the matter to the person who is the subject of the complaint.

Reporting harassment or discrimination will not affect the student's status, participation in extracurricular activities, future grades or work assignments with the exception of substantiated cases of false claims where disciplinary action is deemed appropriate. Any form of retaliation against any individual involved in an investigation of alleged violations of this Equity Policy or other Board policies, including, but not limited to complainants/grievant, charged parties, witnesses, is strictly prohibited. Complaints of retaliation are filed via the process named herein.

The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. The right to due process will be guarded for both the complainant and accused.

To file a complaint with The Cornerstone Academy, Inc., write:  
Chief Operating Officer  
7651 South Central Avenue  
Los Angeles, CA 90001

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write:  
USDA, Director, Office of Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410  
Or call (800) 79503272 9r (202) 720-6382 (TTY)  
USDA is an equal opportunity provider and employer.

## **Determination**

In determining whether alleged conduct constitutes harassment or discrimination, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The investigation may appropriately be expanded to include other acts whenever a violation appears to exist based on information received during the investigation. Additionally, the period of investigation will cover as much time as necessary to obtain sufficient evidence to make a finding on the merits of the allegation, the extent of a violation and appropriate remedial relief.

A substantiated charge against a student shall subject that student to disciplinary action including, but not limited to suspension or expulsion, and possible involvement of law enforcement.

A substantiated charge against an employee of the school shall subject that employee to disciplinary action according to Board Policy, including possible involvement of law enforcement authorities.

A substantiated case of a false claim in which a student willfully, intentionally, in bad faith wrongfully accuses another student or adult, shall result in disciplinary action.

### **Implementing Procedures**

- Students should promptly report complaints pertaining to Cornerstone Prep School's Equity Policy to a teacher or the School Administrator.
- Students who do not think their complaints have been adequately resolved may file a formal complaint by contacting the Board of Directors of Cornerstone Prep School. The written complaint must be filed within forty-five (45) calendar days of the date the student knew or should have known of the event(s) giving rise to the alleged violation.
- Each teacher who receives a complaint from a student pertaining to the school's Equity Policy shall forward that complaint to the School Administrator or the School Administrator's designee. If the School Administrator is the subject of the complaint, the teacher shall report to Chief Operating Officer and/or Chief Academic Officer.
- Except as otherwise provided in this policy, the school's administrative staff will investigate all complaints filed by students. The School Administrator may choose to select a committee to assist in the investigation of formal student-to-student complaints.
- Formal complaints involving student-to-student include, but are not necessarily limited to rape, attempted rape, threats of physical violence, repeated harassment or discrimination, or any complaint that cannot be resolved by the teacher.
- Formal complaints involving adult-to-student and/or student-to-adult include any action of a sexual nature or any action that denies a student access to education opportunities on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, parenthood, pregnancy, disability, sexual orientation, or social and family background.
- If the complaint is not successfully resolved at the school level, the student or parent may file a written appeal to the Cornerstone Prep School Board within ten (10) calendar days of receipt of the disposition by the administrative staff. The Board will then review the disposition and determine the need for further action.

## J. Other Policies Related to Students and Parents

### Illness or Injury

CPS does not have a school nurse on site.

In the event a student becomes ill at school the family will be contacted and asked to pick the child up from the school office within one hour.

If an injury occurs that must be cared for by a physician, the parent will be contacted immediately. Should it prove impossible to contact the parent in a timely manner the student will be taken to a physician for emergency care. The school will not assume financial responsibility for any medical services administered to students.

\*\*\*Please ensure that all emergency contact information is kept up-to-date.

### Medication at School

According to state law, students are not permitted to bring medication of any kind to school. This includes aspirin and other over-the-counter medication. The only exception is a **medically prescribed** inhaler.

Parents must transport the medication to school, fill out a Parent Release/Authorization Form, and leave the medication in the possession of the School Administrator or designee, who will keep it in locked storage. The authorization must include the name of the child, the name of the medication, dosage, frequency of administration, the name and phone number of the doctor that prescribed the medication, and the parent's name, signature and emergency phone number. The medication must be labeled with the student's name, the name of the medication, dosage, and time to be given. The School Administrator or designee will dispense the medication according to the direction of the doctor or parent. CPS does not provide any medication other than that brought in by parents.

If a parent or guardian provides written authorization to administer medication to their child, they understand that the staff member is doing so voluntarily, that Cornerstone Prep School and/or any staff member is not responsible or liable for any and all problems resulting from the medication or the administration of the medication. The parent or guardian remains legally responsible for all medication administered to their child or taken by their child. Under no circumstances will a teacher or other school staff administer the first dosage of a new medication.

## **Parent Conferences**

Parent conferences are scheduled each nine weeks.



### **Parent Conference Days 2010-2011 School Year**

November 9-10, 2010

February 9-10, 2011

April 13-14, 2011

CPS is committed to strong parent-school partnerships. Additional conferences will be arranged as needed. Parents may request a conference at any time by calling the school office.

## **Visitors to the School**

Visitors are welcome at CPS, but for the safety and security of our students all visitors are required to sign in at the front desk and wear a nametag at all times.

Parents and guardians are encouraged to visit their child's classroom; however it is necessary that parents make an appointment in advance to ensure the least amount of disruption possible.

## **Parent and Community Volunteers**

Parents are encouraged to complete 25 hours of school service each year. Parent and community volunteers are vital to the school mission. Volunteers serve in an amazing variety of ways. Many assist in classrooms. Others do copying, laminating, bulletin boards or other support tasks for the teachers. Some do computer work, art preparation, or baking at home. Many parents help out for special events, such as planning celebrations, coaching, or chaperoning field trips.



Information on how to become involved in volunteering at CPS is available through Office Managers or School Administrators.

## **Meals**

CPS serves breakfast and lunch each day, catered by Unified NutriMeals. Price for lunch is \$2.70. Breakfast is \$1.60. Meals at CPS follow all dietary guidelines of the Federal School Lunch Program. Free and Reduced-price meals are available for students whose families qualify for the program.



As part of participation in the National School Lunch Program, Cornerstone adheres to federal law and U.S. Department of Agriculture policy prohibiting discrimination on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write:

USDA, Director, Office of Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410

Or call (800) 79503272 9r (202) 720-6382 (TTY)

USDA is an equal opportunity provider and employer.

## **Dismissal Procedures**

Students are dismissed at 3:00pm.

All students are dismissed by teachers to parents/guardians on 77<sup>th</sup> Street.

All students transitioning to the after school program at Cornerstone Prep Elementary will be escorted by staff to the appropriate location within the Salvation Army.

### **Students MUST be picked up by 3:00pm!**

No student may remain on campus after dismissal unless they are members of the After School Program at the Salvation Army or receiving extra help from a teacher.

Under no circumstances will students be permitted to remain unsupervised on campus.

## **Emergency school closing/dismissal procedures**

In the event of projected severe weather CPS will implement emergency school closure measures that mirror those of the local school district. Local radio and television broadcasts will advise the public of school closings, reopening, and emergency situations. Families, staff, and community members should be alert to local media bulletins and be advised that CPS will take the same decision as the district schools regarding school closings and openings.

## **Checking a Child In During the Day**

It is the parents' responsibility to get their children to school on time so that they can get the maximum benefit from the school day. However, occasionally a student must be checked in after the start of school. Tardy students must sign-in at the front office, where the secretary on duty will write the student a pass to class.

\*\*\*Please refer to the Attendance Policy section for information on absences and truancy.

## **Checking a Student Out During the Day**

Parents needing to check students out early can do so in the front office. For the child's safety and security the Office Manager or School Administrator will check the ID of anyone checking students out.

Parents must inform the school office if there is a custody issue or other problem involving who is or is not allowed to check out your student.

Students will not be allowed to leave campus with any adult not listed on the enrollment application/emergency card without written permission from the parent. Similarly, students may not ride home with another student or ride a different bus from their usual one without written permission from the parent.

## **Withdrawals**

In the event it becomes necessary to withdraw a student from CPS, the parent/guardian must come to the school and complete a withdrawal form. The form will be completed to include grades, verification of textbook and library book return, clearance of outstanding financial debts, etc. Upon satisfactory completion of the withdrawal form the student may be withdrawn from CPS and his/her records transferred to the new school.

## **Change of address/telephone/guardian**

It is of critical concern that students' vital information be kept as up-to-date as possible. Any change of address, phone (home, work, and cell) or guardian should be reported to the school as soon as possible. Such changes can be called in to the front office, or a note can be sent in with the student

## **Financial Liability of Students**

A student is liable for payment for any and all damage, destruction or loss of books, instructional materials, equipment, and other school property, if caused by his/her actions. Report cards/records will be held at the school if a student has unpaid debts.

## **Internet Access**

Students must have a signed Internet Access Permission form on file in order to access the Internet at CPS. There is a signature area on the enrollment form where parents/guardians may indicate their permission. Internet at CPS is filtered and monitored by classroom teachers.



## **Permission to Photograph or Videotape**

Like our Internet Access Permission, the form giving permission for a child to be photographed or videoed for news articles or other media use is integrated into our enrollment form. Such permission is only necessary if a child is taped or photographed for use by the media and outside of school use. Under no circumstances will classroom photographs or videos be used for any purpose outside our school setting without parents' express permission.

## **Substitute Teachers**

It occasionally becomes necessary for a substitute teacher to convene class for an absent teacher. In such cases the expectation is that students demonstrate excellent conduct and treat the substitute teacher with respect and courtesy. Substitute teachers have the same authority as the regular teacher, including the authority to assign discipline and refer students to the administration. All substitute teachers employed by CPS have received a background check.

## **Lost and Found**

CPS maintains a Lost and Found area where items left at school are stored for families to retrieve. Clothing and lost items accumulate quickly, and are disposed of periodically, after notice in the CPS newsletter. Student's clothing should be clearly labeled with his/her first and last name in permanent marker.

## **Student Accidents and Insurance**

Cornerstone Prep School is **NOT** responsible for accidents and injuries to students caused by their own actions. Parents and guardians are encouraged to have medical insurance for their children.

In the event that a student is injured or becomes ill while at school, the School Administrator or teacher will notify the student's parent or guardian by phone immediately. If unable to contact a parent or guardian, the school will attempt to notify the person(s) identified as emergency contacts on the student's enrollment paperwork.

In an emergency, school personnel will take appropriate action to ensure the student receives necessary emergency medical treatment. **Parents or guardians are responsible for payment of all medical treatment received.**

## **Field Trips**

Student's participation in field trips/community based experiences requires written permission of parent/guardian. All Cornerstone Prep School sponsored field trips shall be purposefully related to the instructional/behavioral school program.

## **Communicable Illnesses or Diseases**

**Parents and students are responsible for notifying the school if a child has an illness or disease that may be communicable by casual contact.** Examples include; flu, colds, strep throat, conjunctivitis (pink eye), head lice, mononucleosis (mono), chicken pox, etc.

## **K. Privacy and Equal Opportunity Legal Clauses**

### **Privacy—General**

All student records are confidential. When a parent, eligible student, or any other person authorized by the parent requests the right to review or inspect the education records of the student, that person shall have access only to that information which relates to the specified student when records contain information on more than one child.

### **The Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools, which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.

- Parents have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents to inspect the records. Schools may charge a fee for copies.
- Parents have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know in order to fulfill his/her professional responsibilities; other schools to which a student is transferring; certain government officials in order to carry out lawful functions; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for the school; accrediting organizations; individuals who have obtained court orders or subpoenas; persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

*School official* is a person employed by the school as an administrator, supervisor, instructor, or support staff member; a person serving on the Board of Directors; a person or company with whom the school has contracted to perform a special task (attorney, speech therapist, etc.); a parent or other person serving on a special, official committee such as a disciplinary or family support committee, or assisting another school official in performing his/her professional responsibilities.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, should a school decide to disclose such information, the school must notify the parents and allow them a reasonable amount of time to request that the school not disclose directory information about them.

## **Equal Opportunity Employer**

The Cornerstone Academy, Inc. (the Company) is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available persons in every job. The Company is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in Company operations and prohibits unlawful discrimination by any employee of the Company, including supervisors and coworkers.

Company policy prohibits unlawful discrimination based on race, color, creed, gender, religion, marital status, parenthood, pregnancy, age, national origin or ancestry, sexual orientation, political beliefs, physical or mental disability, medical condition including genetic characteristics, or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

### **Americans With Disabilities Act**

It is the policy of Cornerstone Prep School to comply with the relevant and applicable provisions of the Americans With Disabilities Act (ADA). CPS will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability. CPS will also make reasonable accommodations wherever necessary for all employees or applicants with known disabilities, provided that the individual is otherwise qualified to safely perform the essential duties and assignments connected with the job and provided that any accommodations made do not impose an undue hardship on Cornerstone Prep School.

### **Section 504 Notification**

Section 504 of the Rehabilitation Acts of 1973 provides that a person who has a physical or mental impairment that substantially limits one or more major life activities will be treated equally under the law. If you feel you have a child who has a special need that would necessitate a change in the way he/she is instructed, please notify the school in writing. In order to receive accommodations, the special need must be verified by medical documentation.

## **Complaint Procedure**

Every effort should be made to resolve the problem at the individual, class, and school level. If the situation cannot be resolved informally, students and parents may file a written complaint with the School Administrator. Cornerstone Prep School adheres to the principles outlined in the Uniform Complaint Procedures brochure provided to you upon enrollment. Additional copies of the Uniform Complaint Procedures and copies of Cornerstone Prep School's complaint policy and forms are available from the School Administrator or Office Manager to assist in these situations.

**Cornerstone Prep School**  
**Pupil Progression Plan**  
*Receipt*

I acknowledge, with my signature below, the receipt of the Pupil Progression Plan of Cornerstone Prep School. I have read and agree with the Pupil Progression Plan established by Cornerstone Prep School.

Please PRINT the name, birth date and grade of your child.

\_\_\_\_\_  
Students Name: Last, First, M.I.                      Student's Birth date                      Grade

\_\_\_\_\_  
Signature of Parent/Guardian                      Date

Please return this receipt to Cornerstone Prep School within the first three (3) days your child attends Cornerstone Prep School.