



**Parent/Student
Handbook
2019-2020**

Table of Contents

Introduction	
Welcome Letter	2
Our Mission and Vision	3
Affirmation Statement	3
Five Pillars	4
General Information	5
Academic Calendar	5
Bell Schedules	6
Campus Supervision	8
Prescription Medication	8
Close Campus Policy	8
Human Rights Policy	9
Prohibition of Harassment, Intimidation, and Bullying	10
Parent Involvement	
Uniforms and Dress Code Policy	13
Attendance Policy	14
Student Conduct	18
Field Lessons	19
Cell Phone Use	19
Personal Belongings	19
Internet Terms and Conditions	20
Disciplinary Procedures	20
Grounds for Suspension and Expulsion of Students	20
In-School Suspension	21
Suspension Procedure	22
Expulsion Procedure	23
Discipline Matrix	24
Student Searches and Seizures	29
Notice of Prohibition of Alcohol, Tobacco, and Other Drugs	29
Academic Information	29
Special Education	31
Family Educational Rights and Privacy Act	32
Accountability Agreement	37
Handbook Acknowledgement of Receipt Form	38

Welcome Letter

Greetings Parents and Scholars,

Welcome to the 2019-2020 school year. We are excited and honored to have your child learning with us here at Savant Preparatory Academy of Business. We look forward to working with you to pave the way for a great educational opportunity in San Bernardino. Together, we will prepare our students to be strong leaders who will influence positive change in our community.

Savant aims to create a K-6 learning environment where students, faculty, and parents embrace and strive to achieve a standard of excellence in academics, ethics, and citizenship. When students graduate from Savant, they will be self-motivated, industrious, critical-thinking entrepreneurs who are passionate about learning and committed to service. They will be well prepared to meet the challenges of high school and higher education, and will fully embrace their rights and responsibilities as citizens to invest and create jobs in our community. We are excited to catalyze the great work that our scholars are bound to achieve.

This vision cannot be attained in isolation. Therefore, it is our goal to have a collaborative culture at Savant Academy that allows us to work together. As we embark on this journey, we are excited to develop scholars who will “enter to learn and depart to build.”

For the children,
The Savant Team

Our Mission

The Savant Preparatory Academy of Business (SPAB) is designed to provide an enriched and innovative educational experience that is rooted in financial literacy and entrepreneurship. We aim to balance both experiential and academic learning in order to prepare children for the demands of the 21st century, equip students with skills necessary to compete globally, and ensure that scholars are both career, college, and business ready. SPAB fosters family choice and offers students and families with educational options for an exemplary education.

Our Vision

Our vision at Savant Preparatory Academy of Business (SPAB) is to develop scholars who will be industrious members of society and positioned to accept the challenges of the 21st century. We will provide them with a foundation that will prepare them for success in their future college and career endeavors and further encourage them to seek opportunities for entrepreneurial innovation. Our students will have access to rigorous relevant authentic learning that will foster critical thinking, analytical skills, and the aptitude to solve real world problems in order to become real world leaders.

Affirmation Statement

We, the Lions of Savant Preparatory Academy of Business, pledge to be the future business leaders of our community.

I will be on top of my game

I will step up and take my throne

I will devastate mediocrity and reject commonality

I will not cheat, lie, or compromise my integrity

I will take responsibility for my actions

I will make the grade

I will lead the way

I will “enter to learn, and depart to build.”

Savant Preparatory Academy of Business Five Pillars

We believe that an excellent college-prep business education will set students up for success in entrepreneurship. According to an article in Forbes entitled, “The 5 Personality Traits of an Entrepreneur” the five most common personality traits that entrepreneurs possess are vision, passion, resilience, strong sense of self, and flexibility. These traits form the five pillars that all scholars adopt at Savant Prep in order to propel them forward as successful business owners.

1. **Vision** – Savant scholars will be taught to see opportunity everywhere. Our scholars will be innovative thinkers who are always looking for ways to create new ideas or improve on current processes, services, and/or products. Our scholars will be able to look to the future to develop and initiate a plan to make life better for those to come.
2. **Passion**– While financial literacy is a key component of maintaining a successful business, our scholars at Savant will not simply work for money; they will be driven by passion. At SPAB, students will embrace the idea that a true scholar is a distinguished intellectual who is excited and passionate about learning. At Savant, scholars will be passionate learners who realize that learning happens both inside and outside of the classroom. Even when things get tough, a successful entrepreneur will be fueled by their passion and idea that they are working for the greater good.
3. **Resilience**– An inevitable part of becoming an entrepreneur is experiencing failure. Sir Winston Churchill stated that, “Success is the ability to go from one failure to another with no loss of enthusiasm,” and that embodies the resiliency that Savant scholars possess. Some of the best learning takes place after failure, and Savant scholars will embrace the opportunity to learn from their mistakes.
4. **Self-motivation**– Students at SPAB will feel confident in their strengths and will be self-motivated to reach their full potential. SPAB students will take the time to garner a strong sense of self and will go the extra mile to show others that their ideas and talents are worth consumers’ time and money. At school, Savant students will motivate themselves to reach the high expectations for academic achievement and conduct that will make them model citizens and business owners in their future.
5. **Flexibility**– Students at SPAB realize that successful scholars and entrepreneurs must learn how to face and navigate challenges. When scholars receive new information or experience a change in their circumstances, they will be prepared to make adjustments. At SPAB, scholars will realize that, when things do not go as planned, they must be flexible, persistent, and ready to create new solutions in order to achieve their aspirations.

GENERAL INFORMATION

Savant Preparatory Academy of Business 2019-2020 Academic Calendar



August 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

June 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Dates			
09/02/19.....	Labor Day	01/20/20.....	Dr. Martin Luther King Jr. Day
09/03/19.....	First Day of School	02/10/20.....	Abraham Lincoln's Birthday
11/11/19.....	Veteran's Day	02/17/20.....	George Washington Brithday
11/28/19 - 11/29/19	Thanksgiving Recess	03/23/20 - 04/03/20.....	Spring Recess
12/20/19 - 01/03/20.....	Winter Recess	05/25/20	Memorial Day
		06/18/20.....	Last Day of School

KEY
Holiday
Vacation
C / M-Conferences
Minimum Days
First Day/Last Day of School

Instructional Days - 180

Teacher Days (T) - 189

Bell Schedules

Full Day Bell Schedule

TK/Kindergarten	1st Grade	2nd/3rd Grade
Breakfast 7:45-8:00	Breakfast 7:45-8:00	Breakfast 7:45-8:00
English Language Arts 8:00-9:45	English Language Arts 8:00-9:45	English Language Arts 8:00-9:45
	Universal Access 9:45-10:05	
Recess/Snack 9:45-9:55 9:55-10:15	Recess/Snack 10:05-10:15 10:15-10:35	Universal Access 9:45-10:25
Universal Access 10:15 - 11:15	Universal Access 10:35 - 11:15	Recess/Snack 10:25 - 10:35 10:35-10:55
		Universal Access 10:55-11:15
	Mathematics 11:15-11:35	Mathematics 11:15-11:55
Lunch/Recess 11:15-12:00	Lunch/Recess 11:35-12:20	Lunch/Recess 11:55-12:40
Mathematics 12:00-1:40	Mathematics 12:20-1:40	Mathematics 12:40-1:40
	Social Studies/Science 1:40-2:00	
Physical Education 1:40-2:00	Physical Education 2:00-2:20	Social Studies/Science 1:40-2:20
Social Studies/Science 2:00-2:40	Social Studies/Science 2:20-2:40	Physical Education 2:20-2:40
Business 2:40-3:40	Business 2:40-3:40	Business 2:40-3:40
P.E. (Class) 3:40-3:50	P.E. (Class) 3:40-3:50	P.E. (Class) 3:40-3:50
Clean Up/Dismissal 3:50-4:00		

Bell Schedules

Minimum Day Bell Schedule

TK/Kindergarten	1st Grade	2nd Grade
Breakfast 7:45-8:00	Breakfast 7:45-8:00	Breakfast 7:45-8:00
English Language Arts 8:00-9:45	English Language Arts 8:00-9:45	English Language Arts 8:00-9:45
	Universal Access 9:45-10:05	
Recess/Snack 9:45-9:55 9:55-10:15	Recess/Snack 10:05-10:15 10:15-10:35	Universal Access 9:45-10:25
Universal Access 10:15 - 11:15	Universal Access 10:35 - 11:15	Recess/Snack 10:25 - 10:35 10:35-10:55
	Mathematics 11:15-11:35	Universal Access 10:55-11:15
		Mathematics 11:15-11:55
Lunch/Recess 11:15-11:45	Lunch/Recess 11:35-12:05	Lunch/Recess 11:55-12:25
Mathematics 11:45-12:50	Mathematics 12:05-12:50	Mathematics 12:25-12:50
Clean Up/Dismissal 12:50-1:00		

Campus Supervision

Savant Preparatory Academy opens its doors at 7:30 am each school day and discontinues providing general supervision 15 minutes after dismissal time. We are not responsible for general student supervision prior to or after this time. Students who are enrolled in and participate in the After School Program will be supervised on campus until a parent or guardian picks them up, consistent with the rules for the After School Program. Teachers and staff are responsible for student supervision during the school day and during all off-campus field lessons.

Per the Accountability Agreement, students are to remain in class until their dismissal time. Families must pick their children up no later than 15 minutes after the dismissal time. Students who participate in the After School Program will only be supervised on campus 15 minutes after dismissal time. On the first occurrence of a late pick up, the parent/guardian will be required to meet with the Principal. On the second and subsequent occurrences of a late pick up, law enforcement or CPS will be notified if a student is not picked up on time from school, field lessons, or the After School Program.

This is a closed campus. We encourage parents and guardians to visit and help in their student's classroom. Volunteers having continuous contact with students shall undergo fingerprinting pursuant to Education Code 45125. (Education Code 45106, 45125, 45347, 45349) at their own expense. All visitors must check-in at the school office prior to visiting classrooms. Visitors are required to wear a sticker that identifies them as a visitor to the school. Before leaving campus, all visitors are required to sign out in the office.

Prescription Medication

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

For safety reasons, parents must bring all prescription medication to the school office where it is to be stored. Prescription medications must be in a pharmacy-labeled container that includes the child's name, medication, dosage, the prescriber's name and directions for administration. If there is a need for cough medicine or the like to be given during school hours, either the parent will need to come to school to administer it, or the parent will be required to obtain a prescription from the doctor with dosing instructions and the medication will only be accepted if it has a proper pharmacy label.

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

Closed Campus Policy

Savant Preparatory Academy of Business is a closed campus. This means that students are to remain on campus once they have entered the school premises. Students are not permitted to leave school grounds without first clearing through the office. Only a parent or guardian listed

on the Emergency Contacts (see student enrollment application) may sign the student out from school. Notes are not accepted.

Human Rights Policy

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

Prohibition of Harassment, Intimidation, and Bullying

At Savant Preparatory Academy of Business, we are committed to a safe and civil educational environment for all students, employees, volunteers, and patrons free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is severe, persistent, or pervasive so that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school. Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo’s, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, gender expression, or disability. The Charter School has developed and shall disseminate at least annually to pupils, parents, and employees a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct), as well as comprehensive policies to address any type of discrimination, harassment, or bullying and complaints of unlawful pupil fees. These policies include a Uniform Complaint Procedure in accordance with California Code of Regulations,

Title 5, Section 4600 *et seq.*, as well as any additional complaint procedures necessary to address stakeholder complaints and concerns. The Charter School takes misconduct of this nature very seriously and will address such misconduct in accordance with its adopted policies and procedures.

Complaint Process

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

1. Discuss the issue with your child.
2. Meet with the classroom or grade level teacher with your child present.
3. Meet with the classroom teacher, your child, the dean of students/lead teacher as appropriate.
4. Meet with the dean of students/lead teacher as appropriate and principal.

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

1. Meet with the principal of Savant Preparatory Academy of Business.
2. Address the Board of Directors for Savant Preparatory Academy of Business.
3. Address the Charter School Division Office (San Bernardino)
4. Address the School District (San Bernardino)
5. Address the California Department of Education.

Parent Involvement

The school empowers parents/guardians as educational partners. Parents/Guardians should know that their voice and participation at the school influences the development of the total school and its components. Parents/Guardians will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

Here at Savant, we want our parents to recognize and carry out their role as active participants in their child(ren)'s education. Therefore, our parents at Savant Preparatory Academy of Business are encouraged to complete 40 volunteer hours. Joyce Epstein, a world renowned expert on parent involvement, has established six categories for school parent involvement programs:

1. **Parenting**, in which schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning-friendly home environments;
2. **Communicating**, or working to educate families about their child's progress and school services and providing opportunities for parents to communicate with the school;
3. **Volunteering**, which ranges from offering opportunities for parents to visit their child's school to finding ways to recruit and train them to work in the school or classroom;

4. **Learning at home**, in which schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework.
5. **Decision-making**, in which schools include families as partners in school organizations, advisory panels, and similar committees.
6. **Community collaboration**, a two-way outreach strategy in which community or business groups are involved in education and schools encourage family participation in the community.

These categories help provide a framework for the types of involvement that we want our parents to be engaged in. To encourage parents to meet the 40-hour requirement for the year, parents should attempt to participate in at least one activity from each category.

Department of Justice Checks

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

<http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html>

Parent Involvement Log

Student Name:	Month:
Parent Name:	Teacher Name:

Number of Hours	Category Number	Name/Description of Event

Total Hours:	<u>For Office Use:</u> Categories Participated in:
Verified by:	Date:

Uniforms and Dress Code Policy

As future entrepreneurs and leaders, the students of Savant must learn the importance of appearance. According to David McKnight, the author of The Zen of Executive Presence, “all aspects of your professional image matter and are important if you want to be taken seriously as a leader, or at least as a candidate for leadership positions.” Therefore, Savant has a very clear uniform policy and dress code that will encourage professional dress and help scholars focus solely on academics and character development during the instructional hour.

Uniforms

1. The everyday uniform consists of the following clothing:
 - School color polo shirt with embroidered school logo
 - Khaki pants, shorts, skirt, scooters, or skorts
 - Black closed-toe shoes
 - Black or white socks
 - Black belt (if necessary)

2. The dress uniform consists of the following clothing:
 - Burgundy cardigan with embroidered school logo
 - Plaid tie for girls and boys
 - White button down dress shirt
 - Grey shorts/pants for boys
 - Plaid skirt for girls
 - Black dressy shoes
 - Black or white socks (boys)
 - White knee highs or tights (girls)
 - Black belt (if necessary)

* Students will be required to wear dress uniforms every Wednesday one month after instruction begins.

No-Uniform Consequences

If a student is not wearing a uniform, student will receive a Uniform Infraction. Three uniform infractions will constitute a low level referral. If repeated uniform violations occur throughout the year, a conference will be scheduled with administration.

Dress Code

1. All shirts must be tucked in unless otherwise specified (i.e. PE).
2. Students may not wear inappropriately tight or short shirts, pants, shorts, skirts, scooters, or skorts. If a student violates this rule, they must wear a “loaner” uniform article from the office. Inappropriately short is defined as any skirt, scooter, skort, or shorts that do not reach the top of the knee. Shorts must be worn under skirts.
3. All pants must fit around the natural waist and not be excessively baggy, and may not cover the shoes.
4. All clothing must be hemmed. Cut-offs are not allowed.
5. Students may not wear denim clothing (pants, jackets, etc.)

6. For safety reasons, the following jewelry will not be permitted at school: chains, chokers, multiple finger rings, toe rings, and large dangling earrings (larger than a quarter).
7. For safety reasons students must wear closed-toe shoes.
8. Students may not wear makeup with color.
9. Students may not wear artificial nails.
10. The administration reserves the right to determine the appropriateness of articles of clothing not specifically addressed in the Dress Code Policy.

Attendance Policy

It is the intent of the Governing Board of Savant Preparatory Academy of Business that students attend school every day and on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. Additionally, the California Attorney General's office produced a report on elementary school truancy called Truancy in California. The report's executive summary provides important recommendations that are useful as we establish this policy to promote school attendance.

Key Terms

- Truancy: A student is truant if he/she is absent or tardy by more than 30 minutes without a valid excuse on 3 occasions in a school year.
- Habitual Truancy: A student is habitually truant if he/she is absent without a valid excuse for 5 days during a school year.
- Chronic Truancy: A student is chronically truant if he/she is absent without a valid excuse for at least 10% of the school year.
- Chronic Absence: Chronic absence is typically defined as being absent for any reason (excused or unexcused) for at least 10% of the school days in one school, from the date of enrollment to the current date.

Excused Absence

Valid excuses are those absences for personal reasons, health reasons, or family emergencies justified by a parent or guardian when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to the following standards, as permitted by Board policy. A student's absence shall be excused for the following reasons:

- Personal illness
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometric, or chiropractic appointments
- Participation in religious instruction or exercises in accordance with Charter School policy. The student shall be excused for this purpose for no more than four school days per month.
- An appearance in court

- Bereavement: Attendance at a funeral; up to three days, including funeral services for other than immediate family members. The Charter School Principal or designee shall have authority to consider absences in excess of three days as excused on a case-by case basis.
- Observance of a holiday or ceremony of his or her religion
- Attendance at religious retreats for no more than four hours during a semester.
- Attendance at an employment conference
- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- Critical medical condition, illness or traumatic event in the family which has direct impact on family members in the home.
- Natural disaster
- Foster Placement Transition: Up to one day
- Health & Safety Provision: Other exceptional circumstances that involve the health and safety of the child. To be authorized by the Principal.
- Appearance at SART and SARB meetings
- Attendance at events sponsored by certain organizations or groups as approved by the principal or principal's designee
- Student holding a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period the student is working for a maximum of up to five absences per year.
- The written communication must include a request that the student's absence on a specific date be excused and a statement explaining the reason for the absence. The following methods may be used to verify student absences:
 - Signed, written note from parent/guardian or parent representative
 - Healthcare provider verification. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by a parent's written communication without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.
 - Other methods of written verification including, but not limited to, a conversation with a parent/guardian or a home visit that is subsequently documented by charter school staff.

School Attendance Review Team (SART)

The School Attendance Review Team at the school site level will support the school attendance policies and address the truancy issue at all grade levels. The SART would convene as needed to review attendance for the purpose of holding the school accountable for meeting the attendance goal of 95% and to review truancy cases. If a student is habitually truant (absent without a valid excuse for 5 days during the school year), if he/she is absent or tardy by more than 30 minutes without a valid excuse on 5 occasions in a school year, or any combination thereof, a SART hearing will be called. The parent/guardian of the habitually truant student will receive notice of the SART hearing and be required to attend. At the SART hearing, information will be provided about a student's attendance record. Parents/guardians will be asked to comment on the reasons for the student's truancy. A parent contract will be developed to bind the parent to bringing their child to school on time every day. The SART will

make 3 referrals to local agencies as appropriate. Documentation of SART proceedings will be included in the child's cumulative file.

Referral to School Attendance Review Board (SARB)

A SARB will be triggered when a student is classified as a "chronic truant," meaning a student is absent without a valid excuse for at least 10% of the school days in one school, from the date of enrollment to the current date. The SARB will meet as needed to hear cases and review attendance performance at the school sites. The School Attendance Review Board (SARB) will be composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources.

Savant Preparatory Academy of Business, located in San Bernardino County and authorized by San Bernardino City Unified School District, is eligible for SARB services through San Bernardino City Unified. A representative from Savant Preparatory Academy of Business will accompany students referred to the SARB.

First Day of School Process

When students are not in attendance on the first day of school, the Charter School will attempt to reach the parent/guardian on the first day to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance to an unexcused absence on the first day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

Removal from Charter School

If, after the Five Step SARB Process, outlined below, has been followed, and the student continues to have unexcused absences, the parent/guardian will receive notice that the Charter School has deemed the student to have voluntarily disenrolled and has notified the student's district of residence of the student's disenrollment. The parent/guardian may appeal the student's disenrollment to the SARB panel within five days of receipt of the notice. If no appeal is brought within that five day period, the parent/guardian will be deemed to have waived that right.

Referral to Appropriate Agencies or County District Attorney:

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

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

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

Reports

The principal, or designee, shall gather and report to the Governing Board the number of absences both excused and unexcused, as well as students who are truant and the steps taken to remedy the problem.

Students will be in class by 8:00 am every day (Monday – Friday), and remain at school until dismissal. On specific days when dismissal times change, families will be given written notice of the adjusted time.

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

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

Tardiness

Parents and guardians will be prompt when bringing their child to school or to other school-sponsored events. Repeated tardiness can lead to appropriate consequences determined by the administration due to the missed learning time.

Absences

- Excused Absence: Absences for proper causes are listed in the State Educational Code for illness, medical, dental, or optometry appointments.
- Unexcused Absence: Absence which occurs with the knowledge and approval of parents or guardian but for reasons which, though not acceptable under State Law, are not classified as truancy. If a student is expected to be absent, parents/guardians must contact the school office by phone the night before or the day of the expected absence.

If a student becomes sick in the morning, the parents/guardians must contact the school office by 8:00 am. If a student is not in the classroom and the school has not been notified of the absence, the parent or guardian will be called. Upon the student's return, the student is expected to bring a signed note from the parent/guardian or the physician who treated the student, which includes the date or time and a reason for the absence.

School funding is based on attendance, so accurate record keeping and state law requires parent confirmation of the reasons for the absences. If your child is ill, it is best for him/her to stay home to get the care needed and prevent the exposure of illness of others. If for any reason your child is absent from school, please call the school office/or send a note indicating the reason. The note should state the reason and the dates of absence. State law permits absences for the following reasons: Illness, quarantine (as directed by the Health Department), medical, dental or eye appointments, or attending the funeral of an immediate family member.

Student Conduct

Savant Preparatory prides itself on developing scholars that will be future leaders; therefore, we hold student conduct in high regard. We understand that, in order to thrive in the real world, one must be disciplined and accustomed to respecting authority. We will be proactive in providing an environment that is both physically and emotionally safe through Positive Behavior Intervention and Support (PBIS), and will be sure that students effectively learn from their behavior choices through consistent consequences. If a scholar frequently experiences difficulties in making good behavior choices, we will delve deeper into discovering the root of the issue through a series of mandated counseling sessions.

School administrators, teachers and staff will ensure that every student who wants to learn will be able to do so in a safe, productive, and clean environment. In order to maintain our high standards for student conduct, we have school-wide rules and values that we use to govern our campus.

Non-Negotiable Expectations

1. Accountability Agreement
2. School Rules
 - Be Respectful: Being respectful or treating others the way you want to be treated. It includes using manners when talking to one another, not teasing, including everyone in an activity, or even just active listening. Respecting one another is crucial to creating a good learning environment.
 - Be Responsible: Being responsible helps students become self-sufficient learners. Students are prepared with the right materials, following directions the first time asked, following procedures within the classroom WITHOUT being asked, and monitoring their success.
 - Be Resourceful: Resourcefulness is a mindset, and is especially relevant when the goals you have set are difficult to achieve or you cannot envision a clear path to get to where you desire to go. With a resourcefulness mindset you are driven to find a way. An attitude of resourcefulness inspires out-of-the-box thinking, the generation of new ideas, and the ability to visualize all the possible ways to achieve what you desire.

Field Lessons

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

- No excessive referrals or major infractions during the trimester of the Field Lesson
- No suspensions during the trimester of the Field Lesson

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

Cell Phone Use

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

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

Personal Belongings

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

- Weapons or toy weapons
- Alcohol, tobacco, or any illegal substance
- Soda
- Toys, stuffed animals or dolls
- Candy, gum or sunflower seeds
- Radio, MP3 Player, iPod, etc.
- Unhealthy snacks (Hot Cheetos, Takis)
- Electronic toys & gaming devices
- Cellular telephones, pagers
- Cash in excess amounts
- Vulgar/inappropriate stickers and logos
- Sunglasses
- Inappropriate magazines/books
- Baseball caps or head rags
- Denim clothing of any kind

Consequences for bringing prohibited items to school:

1. The FIRST time a prohibited item is brought to school it will be confiscated and returned at the end of the day.
2. The SECOND time a prohibited item is brought to school it will remain in the possession of the school until a parent comes to obtain it.
3. The THIRD time a prohibited item is brought to school it will remain in the possession of the school until the end of the school year.

Internet Terms and Conditions

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

Disciplinary Procedures

Savant Prep has an Accountability Agreement that governs the relationships for the school, parents and students. Students who fail to meet contract requirements will be returned to their home school. The contract includes language governing parent conduct on campus.

Grounds for Suspension and Expulsion of Students

The following grounds for suspension and expulsion have been established in order to promote learning and protect the safety and well-being of all students at SPAB. When a student commits an act that constitutes grounds for suspension or expulsion, that student may be suspended or expelled from regular classroom instruction. SPAB staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

These grounds and accompanying policies and procedures will be distributed as part of the Parent-Student Handbook as well students and parents are expected to execute a *Commitment to Excellence Agreement*. The Parent/Student Handbook will clearly describe discipline expectations, including a student's right to a hearing and other procedural safeguards. The *Commitment to Excellence Agreement* includes language governing parent conduct on campus.

SPAB's discipline policies are subject to annual review by its Board of Directors. If there are changes to these policies, the District will be provided a copy of the changes within 30 days of the change being made.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. The chart that follows will be reviewed once per year (at a minimum) and policies will be updated to reflect new additions and changes.

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

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

In-School Suspension

Occasionally, in-school suspension may be used as a form of a respectful, related consequence to behavior that is posing a serious disruption to the educational process. It is to be used as an alternative to out-of-school suspensions and to prevent a student from falling further behind in academics while remaining partially in the learning environment. During in-school suspensions, teachers provide the students with assignments to complete by the end of the day. In the event of academic struggles or questions, the person supervising the in-school suspension may contact the teachers or other support providers to aid the student. In addition to completing any assignments, students serving in-school suspension are also required to write a reflection that addresses the behavior that necessitated the in-school suspension and what they will do to avoid repeating the behavior in the future.

Suspension/Expulsion Procedures

Compliance with the procedures set forth in this Charter shall be the only processes for SPAB to involuntarily dismiss, remove, or otherwise exclude a student who attends SPAB from further attendance at SPAB for any reason, including but not limited to, disciplinary and academic causes. Expulsion as described in this Element 10 of this Charter shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends SPAB from further attendance at SPAB for disciplinary reasons.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension Time Limits/ Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others

Informal Conference

Suspensions shall be preceded by informal conference conducted by the Directors with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. The conference timeline is within two days and may be omitted if the Directors determine that an emergency situation exists or a parent/guardian is unresponsive. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. Students will have the opportunity to present evidence in defense and the right to waive if they cannot or do not want to participate. No penalties may be imposed for failure of the student's parents to attend.

Notice to Parents/Guardians

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

Authority to Expel

A student may be expelled either by the SPA Board following a hearing before it or by the SPA Board upon the recommendation of an administrative panel to be assigned by the SPA Board as needed. The administrative panel shall consist of at least three members who are certificated and neither a teacher of the student or a SPA Board member. The governing board may expel any student found to have committed an expellable offense(s) set forth in this Charter.

Expulsion Procedure

Students will be recommended for expulsion after the Principal (or designee) conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family. A recommendation for expulsion by the Principal (or designee) will be based on one or both of the following findings:

- Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.

- Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal's (or designee's) recommendation to either expel or reinstate the student will be provided in writing to the parents no more than five (5) days after the date of the pre-expulsion conference.

Expulsion Hearing – Rules and Regulations

The family of a student who has been expelled will be entitled to a hearing, if requested, to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original expulsion decision. The hearing will be presided over by an administrative panel to be assigned by the SPA Board as needed. A document will be prepared by the Principal (or designee) that includes a full write-up of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of SPAB.

Appeals

If a pupil is expelled from SPAB, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of SPAB which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 school days following the filing of a formal request under this section.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party.

The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the administrative panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

The Governing Board shall adopt rules and regulations establishing procedures for expulsion appeals. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil and the administrative panel regarding the appeal, the furnishing of a copy of the expulsion hearing record to the Governing Board, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

Discipline Matrix

Savant Preparatory Academy of Business stresses a close, cooperative relationship between students, parents, and school personnel. The primary vision of SPAB is to provide a positive, supportive, and secure environment in which to develop responsibility and self-discipline for academic and social excellence within a framework of an Accountability Agreement between staff, parents, and students. This agreement specifies standards for student conduct, attendance, and academics. Violations of the contract are investigated by administration and reviewed by the Contract Committee, comprised of teachers, administrators, and support staff. Students violating the contract are placed on probation. Continued violations may result in termination of the student's contract and the student returning to their home school.

Level Progression: The Level system is progressive for a school year (i.e. for a student who has been placed on Level 1, a further offense would place him on Level 2, 3, or 4 depending upon the seriousness of the offense). Levels will not be reduced during the school year in which they occur.

Level 1 Infractions	
Examples of Behavior	Consequences
<p>A student will be placed on Level 1 for 3 minor level infractions within a consecutive 30-days of instruction.</p> <p>Minor level infractions are as follows:</p> <ul style="list-style-type: none"> ● Significant Disruption (first offense) ● Willful Insubordination to Faculty or Administrator (indirect) ● Taunting, teasing, or inappropriate remarks to other students ● Forgery ● Minor inappropriate use of technology (distraction) ● First Offense Cheating ● Minor Academic Dishonesty (first offense) ● Minor Abuse of School Property ● Unacceptable Language (indirect) ● Minor Dress Code violation ● Petty theft (little value) ● "Out of bounds" or not under the direct supervision of a teacher without permission ● Unacceptable Language 	<p>Ten instructional days of restriction from extra-curricular activities</p> <p>When referred to the Committee for less serious offenses, a student may be placed on Level 1 of the discipline system. At the discretion of the committee, students on level one probation will either be excluded from all extracurricular activities for 10 instructional days or excluded from 1 major school activity (dance, sports game, fun field trip, etc.). Placement on level 1 necessitates a conference with the parent/student/principal.</p>
Level 2 Infractions	
Examples of Behavior	Consequences
<p>A student will be placed on Level 2 for 5 minor level infractions or 1 major level tier 2 infraction within a consecutive 30-days of instruction.</p> <p>Major level tier 2 infractions are as follows:</p> <ul style="list-style-type: none"> ● Bullying/hazing or Inappropriate touching ● Fighting ● Major Inappropriate use of technology (including cell phone) – tech referral ● Damage to School Property or Vandalism - Law enforcement referral ● Unacceptable Language (teacher)= ● Theft (significant value) – Law enforcement referral ● Hate Speech ● Cyber Bullying <p>*Cyber bullying includes the use of cell phones, cameras, recordings, Internet (Facebook, MySpace, etc.), or other electronic means to harass, threaten, or embarrass another student.</p> <p>**Hate speech is any speech, gesture or conduct, writing, or display which is forbidden because it may incite violence or prejudicial action against or by a protected individual or group, or because it disparages or intimidates a protected individual or group.</p>	<p>Thirty instructional days of restriction from extra-curricular activities and 2-day out of school suspension.</p> <p>A student is placed directly on Level 2 of the discipline system and is put on probation for 30 instructional days for serious offenses. This action necessitates a conference with the parent/student/principal.</p>
Level 3 Infractions	
Examples of Behavior	Consequences
<p>As student will be placed on Level 3 for 7 minor level infractions or 2 major level tier-2 infractions within a consecutive 30-days of instruction.</p>	<p>A student is placed on Level 3 and is put on probation for 45 instructional days and 3-day out of school suspension for continued misbehavior.</p> <p>This action necessitates a conference with the parent/student/principal. Students who reach level three or</p>

	higher will be exempted from end of the year incentives and events.
Level 4 Infractions	
Examples of Behavior	Consequences
<p>A student is placed on Level 4 for 9 minor level infractions or 3 major level tier 2 infractions within a consecutive 30-days</p> <p>And/or</p> <ul style="list-style-type: none"> ● 1 tier-3 infraction <ul style="list-style-type: none"> ○ Under Influence of Drugs / Alcohol – Parent contact and SAC referral ○ Possession of a Weapon - Law enforcement referral ○ Possession of a Controlled / Non-Controlled Substance - Law and SAC referral 	<p>A student is placed on Level 4 for continued misbehavior or for a further serious offense. This results in cancellation of the student's contract and the student returns to the home school. Parents have the right at this point to have a conference with a panel consisting of the Committee and the grade-level team to appeal the contract cancellation. The parent and student may present the student's case for staying at Savant Prep at that time. If the appeal is granted, the student is placed on 90 instructional days of probation. Once the probationary days are served, the student may participate in all activities again. However, another violation would immediately cancel the student's contract.</p>

Description of Infractions

Affectionate/Sexual Behavior

Sexual Harassment (undesired sexual behavior towards another) is defined as unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient, causes discomfort or humiliation or creates a hostile environment. The following types of conduct by any adult or student constitute sexual harassment:

1. Creating a hostile environment- sexually harassing conduct (which can include unwelcome sexual advances; and other verbal, or nonverbal or physical behavior of a sexual nature) by an individual that is sufficiently severe, persistent, or pervasive enough to create a hostile or abusive educational environment; or
2. Quid pro quo- to condition, explicitly or implicitly, sexual favors for participation in an educational program or activity or in determining an educational decision. (In some cases, severe incidents of sexual harassment which include violent physical contact may be considered a Battery; or with physical penetration, a Sexual Battery.)
3. Sexual Offenses- (lewd behavior, indecent exposure) Sexual contact, including intercourse, without force or threat of force and where victim is capable of giving consent. Exposing an individual to lewd, sexual behavior, or actions.
4. Sexual Battery- (attempted or forcible penetration) Forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.

Arson/Bomb Threats

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

Assault/Battery

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

Damage to property (Vandalism)/Petty Theft/Unauthorized entry of use of school facility

1. Damage to property- malicious destruction of property; to destroy or damage property.
2. Stealing- obtaining property by fraud; taking dishonestly.

Defiance

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

Disruptive Behavior

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

Drugs and Alcohol (possession use and sale)

1. Drugs/alcohol - any substance used as or in a medicine, a narcotic, alcohol, or controlled substance, such as cannabis, or manufactured substance.
2. Possession, use, sale - the possession, administration, dispensing, distribution, or delivery of the above items.

Fighting/Fight Instigation

1. Fighting- to take part in a physical struggle; to struggle against opposition; to oppose physically as with fist; to actually and intentionally strike another against the will of the other; intentionally causing bodily harm to an individual
2. Fight instigation- a third person instigating, inciting, or encouraging a fight or confrontation between two other individuals.

The first time a student chooses to fight, the student will be immediately referred to an administrator and suspended from classes for a minimum of the remainder of the day and the next day. The second time a student chooses to fight, the student may be returned to their home school. The following definition will be used to classify fighting:

Caused, attempted to cause, or threatened to cause physical injury to another person [Ed. Code 48900 (a) (1)] or willfully used force or violence upon another person, except in self-defense [Ed. Code 48900 (a) (2)].

Continued student misconduct and/or disruption to the educational program will lead to a referral to a series of counseling session, and he Principal or appropriate administrator. If the student does not experience success with Tier 3 interventions in place, the student will be dismissed from school for violation of the Commitment to Excellence Contract and/or the School Rules.

Harassment/Disrespect/Bullying/Extortion

1. Harassment- Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.
2. Disrespect- Discourteous, rude, non-verbal, disregard for authority, uncontrolled behavior, and negative performing of conduct.
3. Bullying- Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe and pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
4. Extortion- to get money, etc., by violence, threats, or written communications. Inappropriate

Language/Profanity

1. Indecent, inappropriate language or material; "filthy" language or material.
2. Profanity, foul language, or obscene material.

Truancy

Absent from school without permission; the complete disregard of attendance regulations.

Weapons: Possession Knives, Firearms and Chemical Devices

Possession of any weapon which will or is designed to or may be readily converted to expel a projectile by the action of an explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any explosive, incendiary, or poison gas; any weapon which will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Not included in this definition are an antique firearm; a rifle intended solely for sporting, recreational, or cultural purposes; any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; any Class-C common fireworks that are not included in the definition of weapon

Student Searches and Seizures

Reasonable Suspicion

A personal search of a student may be conducted if there is reasonable suspicion of prohibited contraband. All personal searches should be conducted only by a school administrator. For example, students who are suspected to be in possession of contraband that is in violation of state or federal law may be searched. A reasonable suspicion is one based upon objective,

observable facts. The scope or extent of the search must also be reasonably related to the reason for the search.

Student Searches

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

Notice of Prohibition of Alcohol, Tobacco, and Other Drugs

We believe that involvement with, and/or use of controlled substances will seriously impair students' ability to achieve academically and to live healthy lives. Savant Prep will not tolerate the possession, use, or sale of alcohol, tobacco, or drugs on school locations.

Academic Information

Savant Preparatory Academy of Business is a seat based TK-6 charter school. Students in transitional kindergarten through Grade 6 will receive well-rounded, standards-based instruction focusing on an innovative educational experience that comes from a balance of both experiential and academic learning. Teachers will use Common Core State Standards for reading/language arts and math to plan and construct lessons that will: prepare children for the demands of the 21st century, equip students with skills necessary to compete globally, ensure that scholars are both career and college ready, and develop a growth mindset to encourage leadership and management capabilities.

All TK-6 core curriculum at Savant Preparatory Academy of Business will be based on California Common Core State Standards. Students will be expected to meet or exceed grade level standards in reading, writing, math, science, and social studies. SPAB believes that learning is best achieved when students are motivated to learn. Based on week and Elliot's research on Achievement Motivation, "Students' motivation in the classroom depends on how they define success in that situation, as well as messages about the criteria for success in the classroom." (Dweek & Elliot, 1983) Therefore, SPAB will use a flexible curriculum model along with Lev Vygotsky's Zone of Proximal Development to scaffold learning materials based on specific classroom needs as well as specific student needs. SPAB understands that what works for one student may not necessarily work for another student. As a result, SPAB will use a variety of strategies to teach the standard curriculum.

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

Report cards will be sent home at the end of each trimester and all students will have three student-led parent teacher conferences.

Transitional kindergarten- 6th grade

Performance Level	Assessment Average
Exceeds Mastery	90-100%
Mastery	80-89%
Approaching Mastery	70-79%
Below Mastery	0-69%

Grading and Report Cards

The school year is divided into three grading periods (trimesters). The trimesters are long enough (approximately 12 weeks) to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each trimester, students will receive overall grades in each of the four subjects. The subjects that will be graded are English Language Arts (ELA), Math, History, and Science.

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

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

Honor Roll Program

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

Honor Roll Requirements:

1. Academics: Students must meet mastery at grade-level standards per trimester.
2. Attendance: Students must have astounding attendance, 95% per trimester (3 tardies = 1 absence)
3. Leadership: Students must have acceptable behavior, at least 95% positive behavior for the trimester and no suspensions/expulsions.

Promotion to the Next Grade

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

Students will have ample opportunities to reach Proficiency through extended day learning, individualized tutoring, and strategic intervention periods throughout the school day.

Any student who has an Individualized Education Program (IEP) will be promoted to the next grade level based on successful completion of the goals in the IEP, and by the recommendation of the IEP team.

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

SPECIAL EDUCATION

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA). The Charter School shall be categorized as a public school of the District in accordance with Education Code section 47641(b). The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Referral

Referrals and/or requests for an evaluation for possible Special Education programming are made through the Student Success Team to the school's Education Specialist. Referral may also be made by parents and outside agencies directly to the Student Success Team. Parents must be notified in writing when a referral for evaluation is made and written parental permission must be obtained before an evaluation is conducted.

Evaluation

Evaluation, in accordance with California regulation for Special Education, must be conducted by a state certified psychologist. Evaluation of progress towards academic goals is conducted annually and triennial reevaluations by the IEP team are completed every three (3) years on each student continuing in Special Education programs. An Individualized Educational Program Team, which includes parents, the general education teacher, Education Specialist, School Psychologist on initial and triennial evaluations will determine if a student is eligible to receive services.

FERPA-Family Educational Rights and Privacy Act

Notice to Parents

At the beginning of each school year, in addition to the notice required for directory information, SPAB shall provide parents and eligible students with a notice of their rights

under the Family Educational Rights and Privacy Act (FERPA). The notice shall inform the parents and eligible students that they have the right to:

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

The notice must also include the following:

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

Education Record

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

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

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purposes of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purposes of this definition, "treatment"

does not include remedial educational activities or activities that are part of the program of instruction at the School or

5. Records that only contain information about the individual after he or she is no longer a student at the School.

Parental and Eligible Student Rights Relating to Education Records

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

Copies of Education Records

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

Request for Amendment to Education Record

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

Hearing to Challenge Education Record

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

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

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

conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

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

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

Disclosure of Education Records and Directory Information

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

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

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

1. Savant Preparatory Academy of Business employees who have legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll;
3. Certain government official listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

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

Record Keeping Requirement

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

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information. These record keeping requirements do not apply to requests form or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

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

Complaints

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.

Washington, D.C. 20202-5920

Accountability Agreement

Savant Preparatory Academy of Business

Teacher's Accountability :

- ❖ We will arrive at SPAB every day on time and remain throughout the instructional day.
- ❖ We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.
- ❖ We will hold high expectations for all students, parents, and each other; will embrace diversity, creating a safe space for all of our students to learn; and we will help students, staff, faculty, parents, community members, and visitors feel welcome.
- ❖ We will look for creative solutions to problems, and we will communicate regularly with parents by providing them with updates.
- ❖ We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
- ❖ We will make ourselves available to the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.
- ❖ We will always protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature

Date

Parent's/Guardian's Accountability:

- ❖ We will make sure our child arrives at SPAB everyday on time. We will make arrangements so our child can remain at SPAB throughout our extended day and to be picked up on time. We will pick up our child up on time upon dismissal from school.
- ❖ We will partner with the teachers and staff of SPAB to help our child excel in school, both academically and behaviorally.
- ❖ We will review our child's homework every night, sign his/her agenda, let him/her call a classmate or teacher if there is a question and/or problem with the homework, read with him/her every night, and provide 40 hours of approved family service.
- ❖ We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.
- ❖ We will make sure our child follows the SPAB dress code.
- ❖ We will always act in a professional manner when speaking with all people in our school community.
- ❖ We will help our child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
- ❖ We will embody the values of High Expectations, Scholarship, Accountability, Teamwork, and Citizenship.
- ❖ We are responsible for our child's behavior, as well as our own.

Parent Signature

Date

Student's Accountability:

- I will arrive at SPAB everyday on time and remain throughout the instructional day.
- I will come to school everyday prepared to learn. I will give my 100% every day.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.
- I will complete my homework every night, I will call my teacher if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if i do not understand something.
- I will demonstrate the values of High Expectations, Scholarship, Accountability, Teamwork, and Citizenship.

- I will follow my teacher's' directions and school rules. If I make a mistake, I will use reflection to make a better choice the next time.
- I am responsible for my own behavior, and I will accept responsibility for my actions.

Student Signature

Date

STUDENT-PARENT HANDBOOK ACKNOWLEDGEMENT OF RECEIPT
Savant Preparatory Academy of Business

Student's Name: _____

Grade Level: _____

Parent/Guardian's Name: _____

Teacher's Name: _____

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

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

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

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

Signature of Student

Date

Signature of Parent / Guardian

Date