



**EPIPHANY PREP**  
CHARTER SCHOOL

*“Transforming Inner-City Education To  
Prepare Students for College, Career, and Life”*

# **Parent and Student Handbook**

**Approved July 30, 2013**

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*“The name Epiphany means “an illuminating discovery, realization, or disclosure... a moment in which you suddenly understand something in a new or very clear way.” - Merriam-Webster Dictionary*

## **1.0 Introduction**

As a member of the student body and family of Epiphany Prep you are a part of an important and exciting revolution in public education. We welcome you to Epiphany Prep and encourage you to become fully involved in the activities of this charter school.

Epiphany Prep Charter School (“Epiphany Prep”) is a 501(c)3 nonprofit public benefit corporation that operates a free, open-enrollment, college-preparatory public charter school. All staff are employed by Epiphany Prep. This Parent and Student Handbook (“Handbook”) includes Epiphany Prep’s policies and procedures that are unique to our individual campus. Each of the policies and procedures outlined here apply to you as a student and parent attending Epiphany Prep.

As a student and parent of Epiphany Prep you are encouraged to read this handbook thoroughly and to know and abide by the policies outlined herein. Our goal is for this handbook to serve as a useful reference throughout your time at Epiphany Prep. This handbook cannot anticipate every situation or answer every question about the operations of Epiphany Prep, but it will serve as a helpful guide. Where appropriate and necessary, the President, Principal, and/or Administrative Office Manager (“Office Manager”) will explain additional procedures and policies.

Epiphany Prep reserves the right to change, deviate from, eliminate, or revise this handbook at any time, without notice, whenever Epiphany Prep determines that such action is warranted. If you have any questions about any policies or procedures, whether or not they are referred to in this handbook, please contact the Principal.

### **1.1 HISTORY**

In December of 2010, two graduates and a former trustee from the University of San Diego (USD) began discussing potential solutions to socio-economic issues plaguing inner-cities. This group, composed of a CPA, an attorney, and a philanthropist, was inspired by the success of an all-scholarship private school for at-risk children in Southeast San Diego that was sending approximately 90% of its students to college. They sought the expert opinion of local educators, such as a college dean, a retired school district superintendent, and a career inner-city teacher, on what they thought were aspects of successful schools.

All agreed that establishing a new values-based educational model, a charter school whose design was a composite of the best practices of nationally acclaimed schools, was the best way to counter the overwhelming street pressures facing San Diego’s urban children. An initial steering committee became a formal board, and the incorporation process began in March 2011. Subsequent to pledging a few start-up gifts, this group became determined to submit a charter petition to the San Diego Unified School District (SDUSD) by the Fall of 2011, to hire a Principal by the Summer of 2012, and to open its first school in September, 2013.

The founding group of Epiphany Prep is committed to initiating a new way of educating inner-city

children that will transform students through innovative learning and preparation for 21st century college, career, and life.

## 1.2 PURPOSE

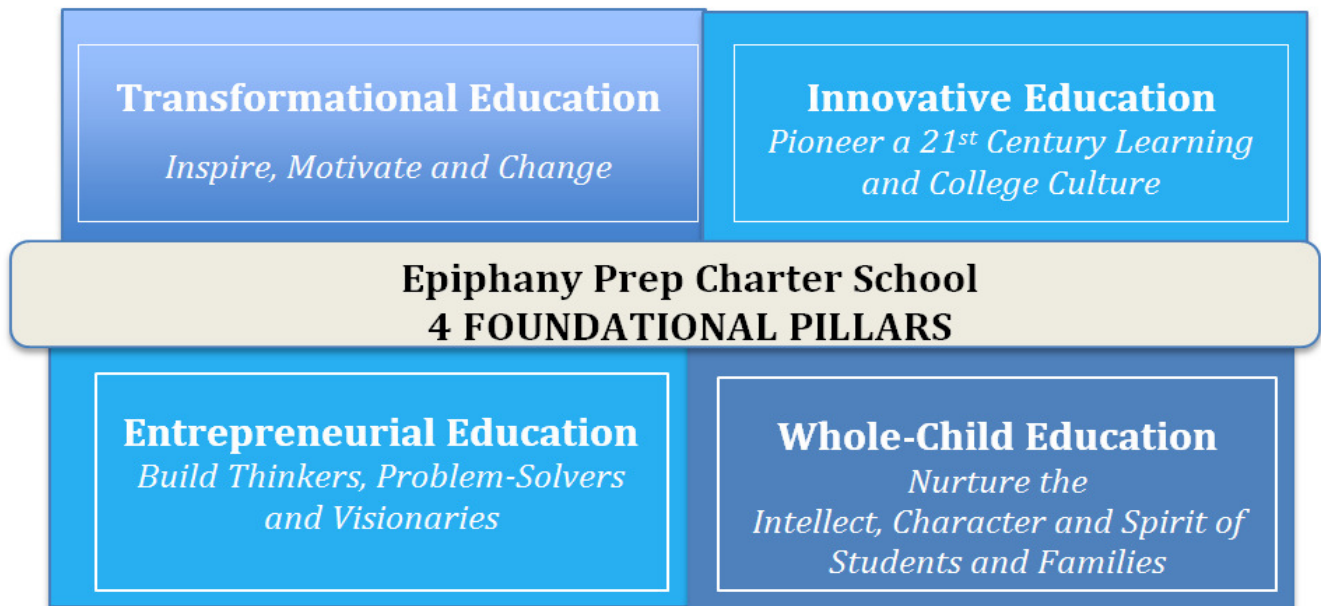
The purpose of Epiphany Prep is to serve Kindergarten through 8th grade students marginalized by the poverty which plagues San Diego’s Southeastern and City Heights neighborhoods in order to demonstrate that “All Students Can Achieve.” Epiphany Prep will utilize the following to prepare students for 21st century college, career, and life:

- high expectations;
- rigorous instruction and an accelerated learning environment;
- a structured virtues/values-based curriculum infused with classical Great Books literature;
- a 9 hour school day and an extended 200 day school year;
- Dual Language Immersion and Blended Learning technology programs;
- longer Math and English-Language Arts blocks;
- a low teacher student ratio of 1:22 to 1:25; and
- a strong partnership with families, local universities, and community organizations.

## 1.3 MISSION STATEMENT

With the support of families, the mission of Epiphany Prep Charter School is to deliver entrepreneurial and innovative education opportunities that transform the learning potential of marginalized students by strengthening the whole child: intellect, character, and spirit.

## 1.4 THE FOUR PILLARS AND GOALS



**“Transformational” Education**  
**“Inspire, Motivate, and Change”**

We believe that we can transform the lives of our students with a philosophy of “All Students Can

Achieve” their full potential, regardless of their current socio-economic or familial living conditions.

*"Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it."* Lou Holtz

We believe that a high-quality, rigorous, and inspiring early educational experience can transform and fundamentally change the learning experience of students at-risk of academic failure and ensure their academic success.

Epiphany Prep’s goals correspond to its Transformational Pillar, and these goals align with the methodology critical to implementation. Each goal or student outcome is adapted to the grade level learner’s learning level and instructional strategies will be scaffolded by grade level.

### Transformational Education Goals

Student Goals (K-8)	Methodology for Achieving Goals
	Epiphany Prep will expand the instructional schedule to 200 school days, including 9 hours of daily classroom instruction for grades K-8, and an extension of the English-Language Arts and Mathematics blocks, so there is extensive time to provide support for all students using differentiation strategies for interventions.
<b>English Language Arts and Mathematics</b> Goals 1-2. Epiphany Prep students will meet or exceed API accountability targets in core skill areas (English-Language Arts (ELA), Reading, and Mathematics) on an annual basis based on California Standards-Tests (CST), as compared with grades 2-8 achievement, in schools in the local geographic area within five miles of Epiphany Prep and including a comparison of significant sub-group student achievement growth. (Grade level comparable API formulas will be generated to determine applicable comparisons of API achievement for ELA Reading and Mathematics achievement).	Epiphany Prep will use a rigorous core curriculum with high expectations for all, and build a solid academic foundation in Reading-Language Arts in the areas of critical inquiry, fluency skills and comprehension, and a rigorous Mathematics skills application process, and conceptual problem solving foundation, applied to authentic real life, hands on, experiential assignments with focused instructional support through grouping interventions and computerized support for every child.
<b>Writing</b> Goal 3. Epiphany Prep students will meet or exceed progressive growth achievement goals from one level of performance per year to proficiency or advanced achievement (Progressive Levels: Far Below Basic, Basic, Proficiency, Advanced) in three or less years in writing in grade 4, as measured by multiple assessments including CST results. In grades	Epiphany Prep will utilize the writing and presentation process to assist students in not only writing and communicating clearly but also to be able to present their writing to a variety of authentic audiences. The writing process includes: pre-writing, drafting, critical peer review, editing and revising, final copy, and publication / presentation. Epiphany Prep will select authors, inventors, heroes, and heroines, from the literature (using

2, 3 and 5-8 Epiphany Prep will use multiple assessments and writing performance rubrics results based on standards performance writing goals.	Great Books and Junior Great Books) who inspire students and utilize the lessons from their stories in writing, and in presentations and project assignments to build fluency.
<b>ELL Performance in English Language Development</b> Goal 4. Epiphany Prep’s ELL students will achieve a minimum of one CELDT level of growth annually after one year of instruction and demonstrate that they are fluent English proficient (FEP) before or by 3 years of English Language Development instruction.	Epiphany Prep will implement rigorous English and Spanish Language Development instruction through a 50/50 dual language immersion program. As students become English language proficient, additional assistance through computerized instruction and grouping for intervention support will be provided so students master academic vocabulary, and academic instruction building towards grade level proficiency in English.
<b>Science and Social Studies</b> Goal 5. Epiphany Prep students will demonstrate mastery of academic core content learning outcomes (i.e. Science and Social Studies) as outlined by the California Content Standards.	Epiphany Prep’s instruction will assist students through hands-on, experiential learning in Science and Social Studies, and engage them in authentic purposeful assignments in Project Based Learning and Service Learning aligned to content standards outcomes in order for students to learn concepts in depth and apply them.

**“Innovative” Education  
 “Pioneer a 21st Century Learning and College Culture”**

We believe today’s education must build on a life-long learning and college culture that uses current technology and successful break-through education methods to equip students and teachers to push the boundaries of what they learn and how they learn it as educated persons in the 21st century. We believe that innovation in the 21st century is a skill congruent with the notion that people must find new ways to solve complex problems in changing global contexts.

*“All research tells us this: no matter what field you enter, in all likelihood you will not work for one company for the rest of your life, or even in one field. In the 21st century, most college graduates will not only have many different jobs in their lifetimes, but many different careers as well.... Many of the jobs you might be offered haven't even been created yet because the world is changing so rapidly.”* Center for International Studies, Georgia Southern University

Epiphany Prep agrees with The Partnership for 21st Century Skills, whose research indicates learners today need the following readiness skills in the 21st century: Critical thinking, problem solving, communication, collaboration, creativity, innovation, digital literacy, and life-skills. (<http://www.p21.org/>).

*“Facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion and other environmental and social issues. These issues lead to a need for students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels. Even kindergarten children can make a difference in the world by participating in real-life, real-world service learning projects. You're never too young, or too old, to make*

*your voice heard and create change that makes the world a better place. Emerging technologies and resulting globalization also provide unlimited possibilities for exciting new discoveries and developments such as new forms of energy, medical advances, restoration of environmentally ravaged areas, communications, and exploration into space and into the depths of the oceans. The possibilities are unlimited.” 21<sup>st</sup> Education Schools Organization*

Epiphany Prep will provide professional development and expect its teachers to utilize instructional delivery models that will prepare students for this 21<sup>st</sup> century world in order to be successful in college and career.

Epiphany Prep’s goals correspond to its Innovative Education Pillar, and these goals align with the methodology critical to implementation. Each goal or student outcome is adapted to the grade level learner’s learning level and instructional strategies will be scaffolded by grade level.

### Innovative Educational Goals

<b>Student Goals (K-8)</b>	<b>Methodology for Achieving Goals</b>
<p><b>Building a College Classroom Culture</b>            Goal 6. Epiphany Prep will develop students who are prepared for college eligibility pre-high school entrance.            Goal 7. Epiphany Prep students will set goals for college entrance and eligibility and meet academic benchmark preparation outcomes at specific grade levels.</p>	<p>Epiphany Prep will expose students to a variety of careers and the college paths that will lead them to be successful in those careers.            Epiphany Prep will teach students how to set goals leading them to improved and increased academic proficiency and also teach students how to monitor college and career goals and monitor their progress towards these goals adapted at their grade level.            Epiphany Prep will immerse students in the cultural and classical literary works and accomplishments of great authors, writers and inventors in order to inspire students to love learning, sharpen their intellect, connect them to role models with stories of accomplishment, and motivate students to make positive decisions about their futures.</p>
<p><b>Digital Literacy</b>            Goal 8. Epiphany Prep students will become digitally literate and aware of resources, needs, and how to access information about the local and global communities.</p>	<p>Epiphany Prep will create digitally literate students by engaging them in <b>a blended learning model</b> <del>innovative, cutting edge curricular assignments</del> that connect students to real world, authentic assignments both in and outside the school community using technology and other communication media.</p>
<p><b>21st Century Learning</b>            Goal 9. Epiphany Prep students will explore new solutions to problems affecting their community and the world around them by engaging in collaborative teamwork, using science and technology to reach out to the community both locally and globally, and establishing commitments to community service.</p>	<p>Epiphany Prep will develop students who can use Social Studies, Science and technology for research in order to use critical thinking and creativity to find and communicate coherently innovative solutions for community problems through Service Learning and Project Based Learning (PBL) assignments. Students will learn through Service Learning and PBL how to make contributions and leave legacies in their world both on-school grounds as well as in community</p>

	<p>wide-activities and in global forums. Epiphany Prep will teach the roles and skills of collaboration which includes facilitation, process mapping, time keeping and task scheduling, recording and reporting of group work in order to help students learn to work collaboratively in teams to solve problems, find solutions to real world issues and authentic topics and complete purposeful tasks.</p>
<p><b>Life-Skills</b> Goal 10. Epiphany Prep students will demonstrate poise, self-confidence, and clear articulation in synthesizing information and presenting it to various audiences.</p>	<p>Epiphany Prep will provide guidance to students in developing life-skills including self-confidence, poise, and also the attributes of creating and delivering presentations to various authentic audiences about real and authentic topics which strengthen their self-confidence and esteem.</p> <p>Epiphany Prep will teach students personal development and how to address issues that come into their lives that may block their achievement of goals, such as: social skills, money management, basic investing, managing stress, regulating impulses, resisting social pressures, etc.</p>

**“Entrepreneurial” Education  
“Build Thinkers, Problem-Solvers, and Visionaries”**

We believe that rigorous and accelerated 21st century instructional strategies, coupled with expectations of higher order student thinking and a relentless focus on college, will prepare students for the complex content they will encounter in institutions of advanced learning.

*“An entrepreneur “characteristically innovates, introduces new technologies, increases efficiency, productivity, or generates new products or services. An entrepreneur acts as a catalyst for economic change. Research indicates that entrepreneurs are highly creative individuals who imagine new solutions by generating opportunities”--Joseph Schumpeter, Economist*

Epiphany Prep’s goals correspond to its Entrepreneurial Education Pillar, and these goals align with the methodology critical to implementation. Each goal or student outcome is adapted to the grade level learner’s learning level and instructional strategies will be scaffolded by grade level.

**Entrepreneurial Education Goals**

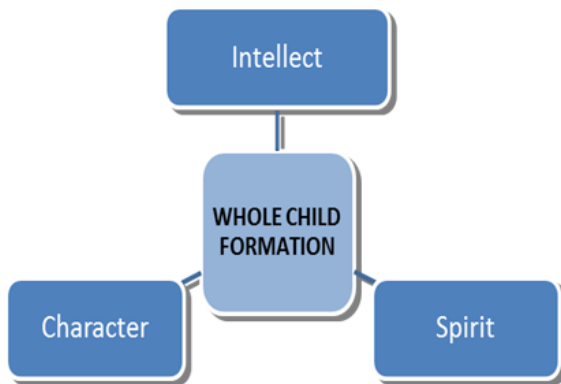
<p><b>Thinking Curriculum</b> Goal 11. Epiphany Prep will develop students who have the skills and demonstrate higher order processes of thinking about issues, problems and assignments at a deeper level.</p>	<p>Epiphany Prep will integrate thinking strategies and taxonomies into every subject area and include Habits of Mind, Bloom’s Taxonomy of Questioning and Socratic Method in selected grade levels into teaching and learning.</p>
<p>Goal 12. Epiphany Prep students will engage in</p>	<p>Epiphany Prep will enhance the intellects of</p>



critical inquiry discussions and demonstrate the ability to solve complex problems creatively.	students through promotion of critical thinking abilities in students so they become self-starters, embrace creative ways of thinking, and are action-oriented and innovative in solving problems.
<b>College Preparation Using Thinking Curriculum</b> Goal 13. Epiphany Prep will utilize higher order thinking processes to develop students understanding of complex ideas and assignments that will prepare them for the complexity of learning in high school and college.	Epiphany Prep will use the thinking processes described above to support students in learning using rigorous curriculum and engaging in complex real-world and problem solving tasks that are precursors to college readiness and preparation.

**“Whole Child” Education  
 “Nurture the Intellect, Character, and Spirit of Students and Families”**

We believe that we need to develop the intellect, character, and spirit of each student by providing a virtues/values-based leadership education, which acknowledges and supports the family’s role in a child’s personal development. We believe this is how learning best occurs as it is the most effective way to help our students find the courage and confidence to confront academic and personal challenges they face in marginalized communities.



Epiphany Prep founders believe that in order to turn around the lives of children so they can pursue their collegiate and career goals and be successful in life, their education must involve and support each child’s family and their socio-emotional needs as well as the spirit of each child.

**“Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged. That’s what a whole child approach to learning, teaching, and community engagement really is.”**

Whole Child Education Organization

*Epiphany Prep School, Charter Petition*

Epiphany Prep’s goals correspond to its Whole Child Education Pillar, and these goals align with the methodology critical to implementation. Each goal or student outcome is adapted to the grade level learner’s learning level and instructional strategies will be scaffolded by grade level.

**Whole Child Education Goals**

<b>Nurturing the Student’s Self-Confidence, Spirit, and Intellect</b> Goal 14. Epiphany Prep will have each student experience social and emotional growth, as well as a developing intellect, leading to improved academic performance	Epiphany Prep will nurture and provide social-emotional support and resources for each student designed to actualize their potential so they will learn important life skills. These opportunities to learn life skills will be integrated into academic curriculum as well as real life experiences constructed by Epiphany
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<p>and in general an enriched spirit, self-confidence, and well-being.          Goal 15. Epiphany Prep will build in each child a sense of resiliency, resourcefulness, and integrity in meeting life’s challenges.</p>	<p>Prep teachers and administrative staff.</p> <p>Character education and Leadership classes taught in the classrooms will be used by Epiphany Prep to engage the spirit of each and every child and nurture that spirit so students experience hope and promise in their futures.</p> <p>Epiphany Prep will organize social-emotional as well as academic interventions in small groups on a daily basis in order to differentiate instruction for students based on individual instructional and emotional needs.</p>
<p><b>Character Education and Virtues Based Education</b>          Goal 16. Epiphany Prep will establish core values in the lives of each student as a foundation for developing a character that will lead them to success, based on the four cardinal virtues: prudence, justice, fortitude, and temperance. Core values, virtues, and habits are important parts of Whole Student Formation.</p>	<p>Epiphany Prep will teach Character Education and Leadership classes, which includes integration of the virtues instruction, also provided in the Great Books and Junior Great Books curriculum.</p> <p>Epiphany Prep will cultivate leadership skills in each child by presenting and modeling learning experiences that both helps students to navigate their lives in a productive fashion and inspire students to action.</p>
<p><b>Outside Resources</b>          Goal 17. Epiphany Prep will take advantage of community resources, along with the child’s family for support.</p>	<p>Epiphany Prep will develop a variety of partnerships and resources that support the family, such as an on-site social worker, PIQE (Parent Institute For Quality Education), a Dress For Success Program, Jobs Skills organizations, English language learning classes (ESL) for adults that have beginning, intermediate, and advanced programs for language skills, job readiness, low-income housing, mentors, etc.</p> <p>Epiphany Prep will build connections in its surrounding area in order to be a touchstone in the student’s community, valued by the stakeholders and student’s families in the neighborhood.</p>

## 1.5 SCHOOL VALUES AND VIRTUES

**Prudence.** Prudence encompasses the student and staff being careful with one’s actions, having foresight and caution, especially in the conduct of practical matters. Students learn at Epiphany Prep to use restraint wisely out of concern for more than just moral and/or social repercussions. Students understand that their words and actions have consequences and that they should model excellence in character and in academics, using good judgment and common sense when dealing with others and in using valuable, and many times limited, material resources.

**Justice.** Justice is the quality of students and staff being fair and using in proper proportion notions such as: honoring themselves, others, and the school; seeking the truth; living with integrity in everything; and utilizing sound reason when making decisions. Students learn the importance of duty,

love, and staying passionate but impartial. Students understand that being objective, equitable, and unbiased in deciding the burdens and benefits of their behavior toward themselves, toward their families, and toward others in their community.

**Temperance.** Temperance includes students and staff valuing moderation, humility, self-restraint, and self-respect, especially in times of frustration, confusion, and anger. Students learn that being able to reasonably control their expression is a healthier response than extreme behaviors and unhealthy consequences. Students understand that they are viewed as role models, that they are responsible for their own actions in and out of their home, and staying in control in challenging times is a mark of true leadership.

**Fortitude.** Fortitude is students and staff showing the spirit to counter the overwhelming pressures of street culture by encouraging each other to reach their full potential. Students learn that being patient but persistent in reaching goals, dealing with tragedies, or in experiencing hardships will lead to a better life. Students understand that results matter, and that enduring pain or adversity with courage builds character and strength of mind helps them solve or work-through future opportunities disguised as challenges.

## 1.6 COMMITMENT TO EXCELLENCE CREED

As a member of the Epiphany Prep student body and family, I commit to the following:

***I BELIEVE...*** A complete education includes the nurturing of a wholesome character and universal moral virtues. These values must be learned from immersion in a school environment where the espoused values are authentically lived and modeled on a daily basis.

Students must be challenged every day to reach new heights in their learning process both academically and socially. Through our extended day/year blended learning instructional model, we are relentless in our belief that all children can and will achieve! Providing students with the opportunity to apply knowledge gained in reading, writing and mathematics to a “real-world” context through authentic project based learning experiences will lead to accelerated student achievement. Epiphany Prep students will prepare for life in a global society by receiving a strong foundation in English and Spanish Language Arts (reading and writing via a 50/50 Dual Immersion Program). Supporting students to think critically, speak logically, write clearly and collaborate effectively will successfully prepare students for college, career and life. Mastering these habits of scholarship requires our students to cultivate the intellectual capacity and moral virtues necessary to be active and thoughtful democratic citizens.

As a parent/guardian of a student attending Epiphany Prep, I will support the success of my student by working with the Epiphany Prep faculty to promote the mission and instructional practices of the school and be an active partner in the learning process of my child. I will ensure that my child arrives to school each day on time, completes nightly reading assignments and receives adequate sleep.

As a student at Epiphany Prep, I will come to school each day on time and ready to learn. I will be an active participant in my learning by working with my teachers, peers and parents/guardians to fully engage in the learning opportunities available at Epiphany Prep. I will respect the school, faculty, parents/guardians, classroom volunteers and students attending Epiphany Prep at all times in my actions and words. I will strive to be the best student and citizen I can be every day while attending Epiphany Prep.

## 2.0 Operational Policies and Procedures

### 2.1 HOURS OF OPERATION

The school office will be open from 6:45 a.m. to 4:15 p.m. Monday through Friday to meet the needs of our students and families. While under the direct supervision of Epiphany staff, students may be on campus from 6:45 a.m.-4:15 p.m. daily. As we will not have supervision for students prior to 6:45 a.m. and after 4:15 p.m. daily, students are not permitted to be on campus without the direct supervision of a parent, guardian or authorized adult.

Any after-school program that shares our campus is a separate organization, with their own staff and hours of operation before school and/or after school, please contact them for any information regarding their programs.

### 2.2 VISITORS POLICY

Epiphany Prep encourages interested members of the community to visit the school. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, no outsider shall enter or remain on school grounds during school hours without having registered with the Principal or Principal's designee, except to precede expeditiously to the office of the Principal or Principal's designee for the purpose of registering. If signs posted in accordance with Section 627.6 of the city Penal Code restrict the entrance or route that outsiders may use to reach the office of the Principal or Principal's designee, an outsider shall comply with such signs.

All visitors must show identification, sign-in, wear a visitor's pass, and sign out at the end of their visit. Any suspicious visitors should be reported to the Administrative Team (President, Principal or Vice Principal, and Office Manager) immediately, or possibly to law enforcement in extreme cases where there is probable cause to believe a crime may occur or has occurred.

Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the Principal.

In registering as a visitor, the sign-in form will include spaces for the following information:

- Name;
- His/her purpose for entering school grounds;
- Destination within the school;
- Time in and out;
- Initials of staff member that checked the visitor's ID. At his/her discretion, the President, Principal, Office Manager or Principal's designee may also request the following:
  - Address;
  - Occupation and company affiliation;
  - Age (if less than 21); and any other information consistent with law.

Parents/guardians visiting the school during the school hours for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day

schedule should also be requested to sign into the visitor log or a special log for parents/guardians and secure a visitor's pass. This applies to parents/guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer.

Children not enrolled at the school who wish to use the school grounds for recreation during the school day are also subject to Epiphany Prep's visitor policy.

The Principal or Principal's designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Principal or Principal's designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Principal or Principal's designee may call the local police, or 911 if they reasonably believe that a threat to property or person(s) exists, to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Principal or Principal's designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

### **2.3 CLASSROOM VOLUNTEERS**

Epiphany Prep highly encourages parents/guardians, adult family members (over the age of 18) and members of the community to volunteer within the school. Volunteer opportunities will be advertised and coordinated by classroom teachers, the Office Manager, the P.E.P. squad (Parents of Epiphany Prep/Los Padres de Epifanía Prep) parent association, and the Principal throughout the year.

Adult volunteers working within the school may undergo a background check and fingerprinting through the California State Department of Justice to ensure the safety of our children at all times. Please review Section 2.4 (the next section) for a description as to when volunteers need to undergo fingerprinting.

### **2.4 BACKGROUND CHECKS**

**Fingerprinting Policy.** For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. Epiphany Prep shall conduct criminal background checks and criminal record summaries of all employees and contractors, as required by Ed. Code 44237 and 45125.1. Volunteers, including relatives of students, who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering and will have TB/TDAP clearance.

In most cases, fingerprinting is completed with a "Live Scan" machine, which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

## Who should be fingerprinted?

**Employees.** All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Epiphany Prep is notified if the person subsequently commits a felony or misdemeanor.

**Volunteers.** In addition, any volunteers who have the occasion to be alone with an Epiphany Prep pupil while not in the presence of a credentialed Epiphany Prep employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Epiphany Prep pupil. This policy also applies to parents/guardians of Epiphany Prep students who volunteer at the school and may have the occasion to be alone with an Epiphany Prep pupil other than their own child.

The background check shall include DOJ and FBI checks.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Epiphany Prep schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

**Who pays for fingerprinting?** Epiphany Prep pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's PEP (Parent/Teacher Group).

Please see the school Office Manager for complete details on the fingerprinting process.

## 3.0 Academic Policies and Procedures

**Overview of Academic Program.** Epiphany Prep's mission and 4 pillars drive all aspects of its academic program including content standards, curriculum, instruction, and assessment. Every aspect of the school's culture supports high expectations, an "All Students Can Achieve" philosophy, and a life-long learning and college culture, to prepare students for college, career, and life.

Epiphany Prep's core curriculum is based upon content standards aligned with the common core content standards adopted by the California Board of Education. All students are expected to master the content standards.

### 3.1 MISSION FOR STUDENTS

All students learn, but all students learn differently. Because we are different people with unique strengths, the educational experience isn't the same for each student, but the opportunity that all learners have to be challenged and grow must be equal. Every child deserves an outstanding educational experience and the opportunity to realize their potential regardless of their talent or background. Students must be challenged every day to reach new heights in their learning process both

academically and socially. Through consistent teacher modeling, guided instruction, collaborative group experiences, and individual practice all students will have access to standards-based curriculum. Offering students project based learning experiences will allow them to analyze how knowledge gained in reading, writing and mathematics applies to the larger world around them. Additionally, when individual student strengths and ideas are valued, they are encouraged to take intellectual risks and engage in peer dialogue that will better prepare them to use their talents and skills in our global environment.

### **3.2 MISSION FOR TEACHERS**

The most important indicator for student success in the classroom is a highly qualified teacher. Teachers have the responsibility to build trust, foster a global understanding and social consciousness within their students, maintain rigorous standards, and model habits for life-long learning. Great teachers continuously adapt their instructional strategies to make learning accessible, fun and relevant for all student learners. It is essential that teachers help students understand what they need to know to achieve proficiency in the classroom and how student success will be measured. While teaching students the 21st century skills of critical-thinking, collaboration, communication and creativity are the primary objective of our teachers, they also have the professional responsibility to model and teach their students the social skills necessary to develop a strong character and become productive citizens in a global economy.

### **3.3 INSTRUCTIONAL PHILOSOPHY**

Utilizing a blended learning model will best support students in receiving individualized learning experiences based on their own unique interests, learning style and needs. Our technology rich environment will also provide teachers with the opportunity to create and modify curriculum to best meet the diverse needs of their student learners.

Epiphany Prep students will prepare for life in a global society by receiving a strong foundation in English and Spanish Language Arts (reading, writing and speaking via a 50/50 Dual Immersion Program). The overall goal of our 21<sup>st</sup> Century Skills Program is to assure high academic achievement and to prepare students for college, career and life by teaching them core values and higher-order thinking skills, which they can apply in the “real world.”

### **3.4 STUDENT ADMISSIONS POLICY**

Epiphany Prep admissions process will reach out to all segments of the parent community. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. Epiphany Prep will be non-sectarian in its programs, admission policies, employment practices, and all other operations. It will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law or contained in the definition of a hate crime.

- 1) Epiphany Prep will admit all pupils who wish to attend as called for in Education Code § 47605;
- 2) The admissions process will be designed to reach out to all families to enable Epiphany Prep to have a diverse student body;

- 3) Epiphany Prep shall be open to all students including those with special education needs;
- 4) Epiphany Prep shall support the administration of special education services at Epiphany Prep's site by SDUSD and participate in the search child/find efforts of the SELPA;
- 5) Epiphany Prep shall not discriminate against any student;
- 6) Should Epiphany Prep receive a number of applications from potential students exceeding the number of spaces available within each grade level, the school will conduct a single random public lottery, designed to establish a diverse student population, using the following rules and procedures, which shall be communicated via mailings in English and Spanish to all interested parties at least 30 days prior to holding the lottery:
  - a. Epiphany Prep shall enlist the services of an outside agency or auditor to monitor or verify the fair execution of all activities related to holding the lottery;
  - b. The lottery shall take place within 30 days of closing the open enrollment period, which will be at least 90 days long;
  - c. All interested parties shall know, via mailings prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school;
  - d. The lottery shall take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties;
  - e. The lottery shall take place on a weekend or weekday evening or other time when most interested parties who wish to attend may do so.
- 7) Exemptions (guarantee of admission) and preferences (weighted 2-to-1) is offered according to reconciliation of state and federal laws as outlined in the CA Public Charter Schools Grant Program Request for Application.
  - a. Guarantee of admission shall take place for siblings of (i) existing students; or (ii) students who have their names drawn during the lottery, unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the waiting list for admission to that grade ahead of all others not similarly situated on the waiting list for that grade;
  - b. Guarantee of admission shall apply to children of Epiphany's founding team, teachers, and/or staff, which shall not exceed 5% of Epiphany's student population;
  - c. A weighted 2-to-1 preference over students living outside the San Diego Unified School District boundaries shall apply to all students living within SDUSD boundaries;
  - d. A weighted 2-to-1 preference shall apply to students for whom special consideration is required to comply with Title VI (Civil Rights Act of 1964), Title IX (Education Amendments of 1972), Section 504 (Rehabilitation Act of 1973), or the Equal Protection Clause (United States Constitution).
- 8) The lottery shall draw names from pools of ballots differentiated by grade level;
- 9) Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery;
- 10) The drawing shall continue until all names for that grade level are drawn;



- 11) Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise;
- 12) Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, Epiphany Prep shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year;
- 13) The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation;
- 14) Prior to enrollment, the prospective student, preferably, but not necessarily, with a parent, must attend an open house and/or a private interview with the school counselor, or his (or her) designee, describing the Epiphany Prep's mission, program, and requirements.

### **3.5 STUDENT ATTENDANCE POLICY**

Current attendance law set forth in California Education Code Sections 48200 and 48204, provides that unless otherwise exempt, students between the ages of six and eighteen are to be admitted to public schools of the district on a full-time basis. Students entering Kindergarten during the 2013-2014 school year must be five years of age on or before October 1, 2013 to be eligible to begin school. Please note that students entering Kindergarten during the 2014-2015 school year must be five years of age on or before September 1, 2014 to be eligible to begin school (Education Code 48000).

Consistent daily attendance at school is critical to the academic success of our students and their preparation for future employment. Students are expected to arrive to school on time and ready to learn each day.

Students may be excused from school for justifiable reasons such as illness, doctor's appointments, family emergency, and attendance at religious retreats. In the event that a student will be absent from school for an aforementioned reason, parents are asked to notify the school at their earliest convenience. Students who have excused absences will be allowed to complete missed assignment and tests for full credit, based on the schedule of the classroom teacher.

A student is considered truant and will be reported to the Epiphany Prep Student Attendance Review Board (SARB) if they are absent from school without a valid excuse for five full days in one school year, or tardy for school for more than a thirty-minute period during the school day without a valid excuse on five occasions in one school year. To support families in meeting attendance expectations for their students the following interim steps will be taken:

- 1) Parents and guardians of truant students will be notified in writing on the student's third violation of their responsibility to see that students regularly attend school.
- 2) Following the third violation, parents will meet with the Pre-SARB team comprised of the Principal, Student Support Coach and law enforcement representative to review the case, create

a success plan for student attendance and provide any resources needed to support the student in attending school regularly.

- 3) Failure to meet with the Epiphany pre-SARB team or comply with the success plan for student attendance will result in a mandated appearance before the Epiphany Prep School Board for a School Attendance Review Board (SARB) hearing. The potential criminal penalties against the parent or guardian for failure to comply with compulsory attendance laws include, but are not limited to fines and community service.

### **3.6 HOMEWORK POLICY**

Preparation and practice are an important part of the Epiphany Prep curriculum. As set forth in their Commitment Letter, students are expected to complete any and all assignments given as homework.

Students should expect approximately one (1) hour of homework every day, and students will have the opportunity to complete their homework while working with teachers during the STEM and Humanities advisory periods. Students will record their homework assignments in their nightly agenda. At home, students will complete any homework that is not completed during the advisory periods. Additionally, all students are expected to read for 20 minutes each night at home. For students in each grade level, parents/guardians must read and sign the student agenda each night.

If a student is absent, it is the responsibility of the student to contact the teacher and/or another student directly in order to fully understand the homework. There are no excuses for missed assignments due to absence.

All missed work must be completed and students are required to turn in late homework the following day. In the case of a student agenda not having a parent/guardian signature after two days, the parent/guardian will be contacted to visit the school and sign the student agenda. This homework policy is strict for a reason: we want to teach students that practice is essential. In high school and college, there are no second chances.

### **3.7 REPORT CARDS AND GRADING**

The school year is broken into four grading periods or quarters. The quarters are long enough to allow students multiple opportunities to demonstrate mastery of specific skills. Students will receive progress reports in the middle of each quarter to notify students and parents if they are in danger of failing any class. Students will then receive report cards with their grades in all classes at the end of each quarter. Parents are responsible for reviewing and signing student tests and therefore should be aware of their child's grade at all times. Parents are encouraged to call or meet with teachers when a question about their child's progress arises.

Students will be graded on both Academic and Learning and Behavioral Outcomes. We will follow a Standards Based Report Card.

**The academic grading scale (grades K-6) is as follows:  
Progress Toward Quarter Standards:**

<b>E</b>	Student performance <i>exceeds</i> grade level expectations for this quarter with consistent accuracy and a high level of quality.
<b>S</b>	Student performance is <i>secure</i> and meets grade level expectations for this quarter.
<b>D</b>	Student performance is <i>developing</i> steadily toward grade level expectations for this quarter.
<b>B</b>	Student performance is <i>beginning</i> to progress toward grade level expectations for this quarter with additional time and/or support.

**The academic grading scale (grades 7-8) is as follows:  
Progress Toward Quarter Standards:**

Grade	Explanation	Letter	Grade Point Average
<b>97-100</b>	Students receiving an A show a deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative, thorough work.	<b>A+</b>	<b>4.0</b>
<b>93-96</b>	See Above	<b>A</b>	<b>3.7</b>
<b>90-92</b>	See Above	<b>A-</b>	<b>3.5</b>
<b>87-89</b>	Although students receiving a B may still have some areas on which to work, they demonstrate a solid mastery or great level of proficiency of the knowledge and skills that have been taught.	<b>B+</b>	<b>3.0</b>
<b>83-86</b>	See Above	<b>B</b>	<b>2.7</b>
<b>80-82</b>	See Above	<b>B-</b>	<b>2.5</b>
<b>77-79</b>	Students receiving a C have significant skill deficits, but they have demonstrated at least a basic understanding of the majority of the skills taught.	<b>C+</b>	<b>2.0</b>
<b>73-76</b>	See Above	<b>C</b>	<b>1.7</b>
<b>70-72</b>	See Above	<b>C-</b>	<b>1.0</b>
<b>69 and below</b>	Students receiving an F produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort.	<b>F</b>	<b>0.0</b>

An important part of our mission at Epiphany Prep is to prepare our students for college and, in order to do so, we feel that it is important to expose them to the language of academia. Therefore, in our efforts to do this, we have arranged our honor system in a manner similar to that of elite high schools and the university system. Our honor roll is divided into 3 categories: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

**Summa Cum Laude.** 5<sup>th</sup>-8<sup>th</sup>: Students earn an average of 95% or better in every core class for the quarter and pass their elective classes.

**Magna Cum Laude.** 5<sup>th</sup>-8<sup>th</sup>: Students earn an average of 90% or better in every core class for the quarter and pass their elective classes.

**Cum Laude.** 5<sup>th</sup>-8<sup>th</sup>: Students earn an average of 85% or better in every core class for the quarter and

pass their elective classes.

**Progress Reports.** At the mid-quarter teachers will prepare progress reports. The progress report is not part of the student’s formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Progress reports will include a numerical percentage indicating how students are performing on all content area assessments. A teacher whose student is receiving a score of 60%, or less, in a course at the time the progress reports are delivered, should schedule a meeting with a parent/guardian of the student in that course within one week of receiving the progress report.

**Learning and Behavioral Outcomes.** In addition to the aforementioned academic reporting, students will also be assessed in the area of Learning and Behavioral Outcomes. Most specifically, students will be evaluated on the following skills:

- Self-Directed Learner
- Community Contributor
- Complex Thinker
- Quality Producer
- Effective Communicator
- Effective and Ethical User of Resources, Including Technology.

The following scale will be used to measure student progress in the area of Learning and Behavioral Outcomes:

S	The student is secure in the learning outcome.
D	The student is developing steadily in this learning outcome.
B	The student is beginning to progress toward this learning outcome with additional time and/or support.

### 3.8 ASSESSMENTS

**Assessment of Student Outcome Goals.** While understanding that mastery will occur in gradual steps, Epiphany Prep will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment. Where assessments reveal that students are not performing at appropriate levels, modifications to curriculum and individual student programs will be made. The school’s goal is to have students meet or exceed the state’s learning standards for their grades, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, Epiphany Prep will use data from standardized tests to provide accountability results to the San Diego Unified School District (“District”), as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its college preparatory program.

**Multiple, Varied Assessments.** Epiphany Prep will employ a variety of internal assessment tools to ensure that the students are developing the academic, intellectual, and character skills necessary to maximize their potential in high school, college, and the world beyond. These additional assessment tools will allow the school’s teachers and administrators to critique the instructional program, and to quickly adjust instructional practices, including the establishment of new goals and expectations to better serve the student population. In addition, the following performance evaluation and assessment tools to be used include:

- 1) Formative and summative tests in all classes;
- 2) Portfolios;
- 3) Student notebooks in each subject;
- 4) Daily subject area monitoring;
- 5) Projects Based Learning opportunities;
- 6) Homework;
- 7) Class attendance and participation.

## 4.0 FAMILY INVOLVEMENT

### 4.1 PROGRESS REPORT CONFERENCES

**Parent/Guardian, Student, Teacher Conferences.** At Epiphany Prep we believe that constant, consistent communication between the home and school is essential to our students' academic and social success. In an effort to achieve this, parents/guardians are asked to attend various meetings, workshops, and conferences throughout the year. Per CA employment law, parents/guardians are given two work release periods per year from their employer to attend parent-teacher conferences. Teachers are required to make two contacts to parents/guardians to schedule/reschedule quarterly conferences. In the event a conference does not take place, the teacher shall conduct a home visit to conference with a parent/guardian, accompanied by a school administrator.

### 4.2 PARENT ASSOCIATION MEMBERSHIP: PEP SQUAD

**Parents of Epiphany Prep/Los Padres de Epifanía Prep (PEP Squad).** All parents/guardians may become members of our PEP Squad. PEP will hold monthly meetings to discuss school events and community issues, plan fundraising events and field lessons, strategize around volunteering at the school, and address any other important issues or concerns that may arise. Active membership is encouraged.

**Monthly Bulletins.** Monthly Bulletins will be sent home to families on the last Friday of every month. Teachers will review the bulletins with students during Friday Family Meetings. Parents are asked to read the monthly bulletin and sign student agendas indicating their participation.

### 4.3 FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The student education records contained in Epiphany Prep electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.

With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent consent. Violation of FERPA could subject Epiphany Prep to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent consent, is disclosure to school officials with legitimate educational interests.

As a faculty or staff member of Epiphany Prep, you agree not to disclose any of the personally

identifiable information you acquire in the course of your duties to other parties who are not Epiphany Prep school officials unless you have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

## **Definitions.**

***Student Education Records*** are records directly related to students and maintained by the school or a party acting for the school.

- Student names;
- Names of student parents or other family members;
- Student or student family addresses;
- Personal identifiers, such as social security or school-assigned student numbers;
- Personal characteristics or other information that would make a student's identity or that of their family members easily traceable.

***A School Official*** is a person employed by Epiphany Prep as an administrator, supervisor, faculty, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school's Board of Trustees; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); a volunteer; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

***Legitimate Educational Interest.*** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

## **Management and Protection.**

Access to electronic student records shall be managed as follows:

***Application Management and Administration.*** Specific data sources such as electronic file records, databases, and applications such as student information systems and meal-tracking systems shall be appointed an Epiphany Prep administrator responsible for granting access to the system. These administrators shall grant or deny requests to access the student records. The number of administrators with this capability shall be at least two but no more than three, and Epiphany Prep shall identify and maintain documentation of the list of administrators at all times.

***Network Security Management and Administration.*** Access to the network (separate from the above) containing electronic file records, databases, and applications shall also require security and access credentials. An Epiphany Prep-appointed network administrator/s shall be designated to implement and manage the system granting access to the network, shall define and provide specifications to outside parties concerning access to the network, shall guide the implementation of new technologies into the network in light of FERPA requirements, and shall specify all other requirements concerning activities on the network. It shall be the sole responsibility of these administrators to grant/deny access to the network containing student records, and to specify all requirements and activities concerning this network.

***Violation of Policy.*** Any violation or abuse of this Policy is just cause for taking disciplinary action, up to and including termination, removal of all Epiphany Prep network privileges and accounts, and/or

legal action. Epiphany Prep anticipates that such actions can be avoided since they cause problems for all concerned. To keep the Epiphany Prep technology resources and property viable, effective, and user friendly, all staff must work cooperatively and responsibly.

## 5.0 Student Culture and Discipline

**Culture and Discipline Overview. We are Relentless:** In order to create a safe and effective learning environment, Epiphany Prep strives to maintain a strong, cohesive school culture coupled with a strict, consistent discipline policy.

At Epiphany Prep we are relentless about establishing a strong life-long learning and college culture, and we do not tolerate anyone disrupting the culture. Yet, while strict, Epiphany Prep's culture is one of joy and love – we constantly expect the best from one another because all of us (students, faculty, and families alike) are committed to the success of each member.

**Student Behavior Management System.** To manage student behavior and ensure a productive learning environment, Epiphany Prep implements a consistent, fair student management system that continuously praises positive student behavior. The cornerstone of student management is a school-wide incentive point system used to measure students' character and academic skills, and serve as both a reward (points) and consequence (demerit) system.

**Rewards and Consequences.** In addition to serving as a progress report and a quick way for teachers to monitor student behavior, the point system also serves as a larger rewards and consequences system. Students may use their points for special treatment throughout the year in classes, school celebrations, field trips, athletics, etc.

Conversely, those students who earn a certain number of demerits will receive appropriate consequences, which may include an after school or lunch required homework study hall.

**Student Tracked Accountability Record.** To manage student behavior and ensure a productive learning environment, Epiphany Prep implements a consistent, fair student management system that continuously praises positive student behavior through a school-wide incentive system, known as "STAR Logs."

STAR Logs are a weekly tracking system used to measure students' character and academic skills. On Mondays of each week, students will be issued a weekly STAR Log in their homeroom class. Throughout the week, students track their performance in the areas of their academic skills, and learning and behavioral outcomes. Students are responsible for their logs. Faculty members may deduct the appropriate demerits if a student is not exemplifying one of the school's values. Likewise, faculty members give students points for positively demonstrating school values.

STAR Logs serve as a weekly academic and character progress report for parents and aid the faculty in facilitating discussions about struggling students. At the end of every week, STAR Logs are tallied and sent home on Monday for parents to review and sign. Students are expected to return their weekly STAR Logs signed by parents each Tuesday.

Any student earning a significant number of demerits will be required to participate in a student/parent

conference with the Principal. These students will be placed on individual improvement plans to help the student get back on the right track quickly.

This system is designed both to reward students demonstrating positive leadership and to deter students from making poor choices. Epiphany Prep feels that when implemented consistently and rigorously the STAR Log is an effective system to eliminate much of the undesired student behavior.

### **Prohibited Student Behaviors.**

- 1.) ***Tobacco.*** All tobacco products are prohibited at Epiphany Prep. Penalties for students found with tobacco products range from short-term suspension to expulsion.
- 2.) ***Weapons and/or Explosive Devices.*** Weapons and any other tool or instrument capable of inflicting bodily injury as a weapon are absolutely prohibited at Epiphany Prep, and any student found in possession of such property shall be subject to suspension or expulsion, as well as referral to law enforcement. Such items include, but are not limited to: any loaded or unloaded firearm, any knife, any razor, and defensive device (gas repellent, mace, chemical sprays, etc.), any martial arts device, or any tool or instrument which school staff could reasonably conclude as being used to harm someone else (such as a blackjack, chain, club, metal/brass knuckles, night stick, pipe, rings, ice pick, nails, etc.), and a look-alike firearm.
- 3.) ***Other Harmful Devices.*** A student shall also not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc., including but not limited to: fireworks of any type or size, smoke bomb, paint bomb, stink bomb, homemade bomb, or any form of gasoline, kerosene, explosive or corrosive chemicals, poppers, etc. Students found to be in violation of this policy are also subject to immediate expulsion as well as referral to law enforcement.
- 4.) ***Threatening or Violence Against Staff.*** Students shall not threaten, harass, or cause inappropriate bodily contact with and/or cause damage to the property of any school employee. Students found to be in violation of this policy shall be subject to short-term suspension, long-term suspension, or expulsion as well as referral to law enforcement.
- 5.) ***Drugs/Substances.*** Students found in the possession of or under the influence of any “drug,” including but not limited to: alcohol, alcoholic beverages, look-alike drugs, inhalants, pills, tablets, or illegal drugs or substances shall be subject to immediate expulsion as well as referral to law enforcement. Parents of students who are required to take medication while at school must contact the health technician.
- 6.) ***Destruction or Theft of Property.*** Destruction of and/or threats to destroy or damage or deface school, private, or public property will result in immediate disciplinary action ranging from short-term suspension to expulsion, as well as possible referral to law enforcement.
- 7.) ***Violence.*** Violence at Epiphany Prep will not be tolerated. Verbal threatening, fighting or intimidating students with or without actual physical contact, an attempt to hurt another, or actions which cause reasonable fear or apprehension of immediate bodily harm is defined as an “assault” and will result in penalties in ranging from short-term suspension to expulsion, as well as possible referral to law enforcement. Fighting or making physical contact of an insulting, offensive, or provoking nature with another student is defined as “simple battery” and



will result in penalties ranging from short-term suspension to expulsion, as well as possible referral to law enforcement. Students guilty of “aggravated battery” (maliciously causing bodily harm to another) or “aggravated assault” (an assault made with a deadly weapon or with an object or with a device that is likely to result in serious bodily harm) are subject to immediate expulsion as well as referral to law enforcement. Students who participate in a fight by running to an altercation or by encouraging others to participate are also subject to punishment ranging from a verbal warning to short-term suspension.

- 8.) ***Rude or Disrespectful Behavior.*** Students at Epiphany Prep are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from a verbal warning to short-term suspension. Consistent rude or disrespectful behavior may result in expulsion.
- 9.) ***Classroom Disturbance.*** The value of “Respect” is of the utmost importance at Epiphany Prep, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in penalties ranging from a verbal warning to short-term suspension. Consistent disturbances may result in expulsion.
- 10.) ***School Disturbance.*** Any acts that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at Epiphany Prep. Such activities may include, but are not limited to; gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from short-term suspension to expulsion, as well as possible referral to law enforcement.
- 11.) ***Profanity or Obscenity.*** Students at Epiphany Prep are expected to uphold the value of integrity at all times, and any use of profanity or obscenity will be considered a violation of this value. Such use includes, but is not limited to, profane, vulgar, obscene or sexual words or gestures; possession of profane, vulgar, obscene or sexual material; accessing obscene or sexual material via the internet; profane, vulgar, obscene, sexual or insulting racial, ethnic, gender, physical or religious comments or actions. Penalties may range from a verbal warning to expulsion, depending upon the severity of the violation.
- 12.) ***Failure to Accept Disciplinary Action.*** Students are expected to follow the disciplinary actions set forth by any staff member at the school, and any students who fail to do so are subject to immediate and harsh consequences. Refusing or failure to accept the disciplinary action imposed by a teacher or school administrator is grounds for immediate suspension or expulsion.
- 13.) ***Conduct Outside of School Hours.*** It is imperative that students recognize that as Epiphany Prep students, they are always representing the school. Therefore, any conduct outside of school hours or away from school, which may adversely affect the community goodwill, educational process or endanger the health, safety, morals, reputation, or well-being of other students, staff members or the school may result in a consequence by the school. Such penalties may range from verbal warnings to expulsion, as well as possible referral to law enforcement.
- 14.) ***Gambling.*** Gambling in all forms is strictly prohibited at Epiphany Prep. Acts such as betting

money or items on card games, dice games, the outcome of games or activities and/or possession of gambling materials or paraphernalia may result in a variety of consequences ranging from a verbal warning to expulsion.

- 15.) ***Providing False Information.*** Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or password, etc. Penalties for such infractions may range from a verbal warning to expulsion.
- 16.) ***Cheating.*** Cheating will absolutely not be tolerated at Epiphany Prep. Cheating includes copying someone else's work, having someone else complete an assignment, copying the answers from an answer key, going against the directions in seeking outside assistance, etc. Excessive cheating may result in a short or long-term suspension.
- 17.) ***Plagiarism.*** Students who copy an idea or the actual text from another source and claim that it is their own will be guilty of plagiarism and will be punished at Epiphany Prep. Penalties may range from verbal warnings to suspension.
- 18.) ***Sexual Misconduct.*** Sexual misconduct by or between students on school property or at any school activity or event, including, but not limited to, sexual contact, sexual assault, unwelcome sexual advances or harassing comments, request for sexual favors, indecent exposure or gestures, insulting comments about gender or sexual orientation, stalking etc. will be subject to swift and harsh consequences ranging from suspension to expulsion, as well as possible referral to law enforcement.

### **Suspension and Expulsion Policies.**

***In-House and Out-of-School Suspension.*** As out-of-school suspensions take students out of the classroom for a period of days, Epiphany Prep does not believe in out-of-school suspensions except in extreme circumstances that include, but are not limited to, fighting, injuring another person, severely disrespecting a teacher, and any type of sexual harassment. Out-of-school suspensions will be determined on an individual basis.

Before imposing a short-term suspension, the principal when possible, will verbally inform the student of the suspension and the reason for it. The student shall be given an opportunity to deny or explain the charges. The principal will also immediately notify the parent(s) or guardian(s) both verbally and in writing that the student has been suspended from school. In her notice, the principal will provide a description of the incident, or incidents, which resulted in the suspension and will offer the opportunity for an immediate informal conference.

Except in cases where suspension for a first offense is warranted, the school shall consider an out-of-school suspension only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

***Expulsion from Epiphany Prep.*** Expulsion from Epiphany Prep may be considered under any of the 18 defined student prohibitions listed above, as well as a failure to adhere to any of the promises made in the Commitment to Excellence Creed.

Expulsion is the involuntary removal of a student from all schools and programs of Epiphany Prep for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action to expel is only taken by vote of the Epiphany Prep Board of Trustees.

A student may be expelled by Epiphany Prep's Board of Trustees following a hearing before it and upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least two members of the Administrative Team (President, Principal, Office Manager), one member of the Counseling Team (school counselor or school social worker, if any), and one teacher, whom is not a teacher of the Pupil. The Administrative Panel may recommend expulsion, or rehab procedures for re-enrollment, of any student found to have committed an expellable offense.

For a more detailed description of Epiphany Prep's policies on suspension and expulsion, please refer to the School Safety Plan, a copy of which parents/guardians will receive together with this Handbook.

## 6.0 Student Health and Safety

### 6.1 SCHOOL DRESS CODE: UNIFORMS

Epiphany Prep believes that one of the major functions of education is the preparation of youth for responsible citizenship. Epiphany Prep fosters a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, Epiphany Prep works with its families to provide a safe school environment that protects the safety and well-being of students so as to ensure that they have the opportunity to have a high quality education.

Epiphany Prep policy requires all students to wear uniforms. Epiphany Prep is committed to creating a culture of academic rigor in our school. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

**Uniform Selection.** The specific uniform (i.e. colors and other specifications) will be determined by the President and Principal.

**Support for Families.** To support families in meeting the uniform requirement, the school will provide one free uniform set for each student (polo and sweater for both boys and girls, dress pants for boys, and the choice of a skirt or dress pant for girls).

**Exceptions.** Because families choose Epiphany Prep and it is not required that students attend, there will be NO uniform exceptions for students.

## 6.2 IMMUNIZATIONS / SCREENINGS / BLOOD BORNE PATHOGENS

All students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Students will be screened for vision, hearing and scoliosis by a nurse contracted by Epiphany Prep. Epiphany Prep shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

All members of the Epiphany Prep staff will attend an annual training on blood borne pathogens presented by a trained nurse. Epiphany Prep shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## 6.3 EMPLOYEE-STUDENT RELATIONS POLICY / CHILD ABUSE/NEGLECT

All faculty and staff must follow state policies on reporting abuse. In California, all school workers are “*mandated reporters*” and must report abuse or neglect if they “have knowledge of or observe” instances of abuse or neglect, or if they “know or reasonably suspect” abuse or neglect have occurred. All members of the Epiphany Prep staff will receive an annual training on the signs of child abuse and proper reporting protocols.

Epiphany Prep is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the authorities. All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

**Boundaries Defined.** For the purposes of this policy, the term “Boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

**Unacceptable and Acceptable Behavior.** The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

The following is an illustrative list of **unacceptable** behavior, which includes, but is not limited to:

- 1) Giving gifts to an individual student that are of a personal and intimate nature;
- 2) Kissing of ANY kind;
- 3) Any type of unnecessary physical contact with a student in a private situation;
- 4) Intentionally being alone with a student away from the school;
- 5) Making, or participating in, sexually inappropriate comments;
- 6) Sexual jokes or jokes/comments with sexual double meanings;
- 7) Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator;
- 8) Listening to or telling stories that are sexually oriented, whether explicit or implicit;
- 9) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;

- 10) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- 11) Allowing students in your car, or giving students a ride to/from school or school activities without parental permission AND permission in writing of the Principal;
- 12) Being alone in a room with a student at the school with the door closed;
- 13) Allowing students in your home;
- 14) Remarks about the physical attributes or physiological development of anyone;
- 15) Excessive attention toward a particular student;
- 16) Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about Epiphany Prep activities and not in accordance with applicable school policies or in violation of the Epiphany Prep's Social Media Policy;
- 17) Being "friends" with a student on any personal or non-school social media website;
- 18) Communicating with students or parents/guardians in violation of the Epiphany Prep's Social Media Policy;
- 19) Engaging in inappropriate and/or unprofessional communications with students on Epiphany Prep social media;
- 20) Using profanity with or to a student or anyone associated with Epiphany Prep;
- 21) Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues.

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- 1) Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials), as well as written consent from the Principal;
- 2) Obtaining formal written approval (parental and that of the Principal) to take students off Epiphany Prep property for activities such as field trips or competitions;
- 3) E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to Epiphany Prep activities or classes, and communication should be initiated via Epiphany Prep based technology and equipment;
- 4) Keeping the door open when alone with a student;
- 5) Keeping reasonable space between you and students;
- 6) Stopping and correcting students if they cross your own personal boundaries;
- 7) Keeping parents informed when a significant issue develops about a student;
- 8) Keeping after-class discussions with a student professional and brief;
- 9) Speaking to the Principal if you are in a difficult situation related to Boundaries;
- 10) Involving the Principal if conflict arises with a student;
- 11) Informing the Principal about situations that have potential to become more severe;
- 12) Making detailed notes about an incident that could evolve into a more serious situation later;
- 13) Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers;
- 14) Asking the Principal or the Principal's designee to be present if you will be alone with any student who may have severe social or emotional challenges or when you must be alone with a student after regular school hours;
- 15) Giving students praise and recognition without touching them in questionable areas, giving appropriate pats on the back, high five's, and handshakes;
- 16) Keeping your professional conduct a high priority during all moments of student contact.

**Reporting Violations.** When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to the Principal or the Principal's designee. All reports shall be kept as confidential as possible. Prompt

reporting is essential to protect students, the suspected employee, any witnesses, and Epiphany Prep as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

**Child Abuse and Neglect Reporting.** California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

**Investigating.** Epiphany Prep will promptly investigate and document the investigation of any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, Epiphany Prep shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, Epiphany Prep shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

**Child Abuse Reporting Form:** Every child care custodian of Epiphany Prep must sign a “Child Abuse Reporting” form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

**Epiphany Prep will monitor the school buildings and grounds for the following:**

- 1) all unused rooms, storage areas, and closet doors should be kept locked at all times;
- 2) all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- 3) all students are required to remain in areas that are easily viewed by employees;
- 4) interior doors should be left open and unlocked when rooms are in use;
- 5) blinds should be left open to allow informal monitoring by a passerby.

## **6.4 ADMINISTRATION OF MEDICINE**

Epiphany Prep will adhere to Education Code Section 49423 regarding administration of medication in school. Students should not be in possession of any medication, nor take any medications, during the regular school day or on school premises on their own. Epiphany Prep administers appropriate medications to students only with the written consent of the parent and prescribing doctor.

If students require a prescribed medication, the school Principal’s designee or a school administrator are the only persons on campus that can administer medicine if: 1) There is a written request from the parent and prescribing doctor which includes the type of medication, dosage, and time of administration, and 2) The medicine is in its original packaging with the prescriptive label.

## **6.5 COMPLAINT PROCEDURES**

Epiphany Prep recognizes that it is responsible for complying with applicable state and federal laws and regulations governing educational programs. These include the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, and child nutrition or special education programs.

Epiphany Prep shall investigate and seek to resolve these complaints in accordance with Epiphany Prep's uniform complaint procedures, and such complaints will be processed using the school's complaint forms.

Epiphany Prep's uniform complaint procedures policy and administrative regulation shall be posted in the main office and staff lounge. If 15 percent or more of students enrolled in Epiphany Prep speak a single primary language other than English, the school's policy, forms, and notices concerning uniform complaint procedures shall be translated into that language.

The Board encourages the early, informal resolution of complaints at the site level through Epiphany's Principal whenever possible. Complaints shall be investigated in a manner that protects the confidentiality of all parties and the integrity of the process, to the extent that the investigation of the complaint is not obstructed.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant. Epiphany Prep may recommend and utilize the recommendations of a mediator.

## **6.6 STUDENT EMERGENCY CARDS**

At the beginning of the school year, parents and guardians will complete a student emergency card with the addresses and phone numbers of emergency contacts the school can call in the event of a student illness or other emergency. It is critical for the safety and well-being of our students that parents/guardians contact the school office when emergency contact information changes throughout the school year.

## **6.7 EMERGENCY EVACUATIONS**

Epiphany Prep will have several emergency drills during the year. Some of these drills require that students leave the classroom while others require that students remain inside. It is important that when students or visitors hear the alarm they give their complete attention to the closest staff person. Leave possessions (backpack, binder, purse...) and proceed immediately to the designated area. If students or visitors are in the office, bathroom, or outside when the alarm is sounded, turn your attention to the nearest Epiphany Prep employee for directions.

## **6.8 FIELD LESSONS / TRIPS**

Field lessons are an integral part of the Epiphany Prep program. Whether curricular or motivational, field trips help to expose our students to the world outside the walls of Epiphany Prep. Field lessons

are designed to complement instruction that occurs in the classroom.

Only those students who “earn” the trip (according to the predetermined STAR Log system) will be able to attend the field lessons. We maintain extremely high expectations for behavior on field trips. Students must be in uniform and performing on their best behavior as they represent the school in the larger community.

At the end of the school year, students who have consistently demonstrated the school’s values throughout the year may be invited to participate in a special activity or field lesson. By signing the Commitment to Excellence Creed parents agree to allow their child to participate in those trips for which he or she is eligible. On some trips, a limited number of parents may be invited to help chaperone. Only those parents who have passed a criminal background check will be invited to participate in such events.

All parents or guardians must sign Permission Slips and necessary medical documents in order for their child to participate on field lessons. Faxes and phone calls will NOT qualify as the required parental approval. There will be no cost associated with these trips.

## **6.9 LICE**

The problem of head lice (pediculosis) is ongoing and can be time consuming. Even though head lice are not a threat to health, they are a frustrating nuisance. Prompt treatment of student(s) with a positive diagnosis of head lice ensures minimal disruption of their educational program.

**Exclusion.** When a student is initially identified as having head lice, the student is to be excluded from school at the end of the school day for treatment. Parents will receive a phone call notifying them of the identification and provide information on treatment as needed.

**Readmission.** After treatment at home, it’s mandatory to return to school the next day via the health office, for inspection. Students that return to school with live lice or nits will be sent home. As such, parents are advised to accompany their child to school. Upon checking the head if live lice are found, the child will return home with the parent for treatment. If the student has been treated and there are not live lice or nits, the child may return to class.

## **6.10 BATHROOMS**

Students are encouraged to use the restroom before school, during transition times between activities, and during lunch and recess periods. However, students will be allowed to use the restroom during class if needed. Students are expected to use the bathroom responsibly.

## **6.11 SCHOOL CLOSING**

If the local public schools close due to bad weather, natural disaster, or other emergency, then Epiphany Prep will be closed. Listen to the radio or television for the announcement of the closing of the local schools.

In the event that any conditions make travel to Epiphany Prep hazardous and unsafe, but other schools are not closed, it is recommended that parents use their discretion in bringing their children to school. Once the school day has started, school will be cancelled early in the event that earthquakes or other



natural disasters occur. In this event, parents will be notified to pick their children up from school

## 7.0 Acceptable Use of Technology and Epiphany Prep Property

**Definition of Epiphany Prep Property and Technology Resources.** For purposes of this policy, “technology resources” refers to all Epiphany Prep electronic devices and systems, software, and means of electronic communication including, but not limited to, the following:

- All computers and workstations, including laptop computers, desktop computers, and server computers;
- Computer hardware and peripheral equipment such as disk drives, printers, modems, wireless access points, scanners, fax machines, and copiers;
- Supported and designated computer software applications and associated system and user created files and data.

Epiphany Prep Property refers to objects owned and housed on Epiphany Prep premises, including but not limited to: desks, tables, workstations, cabinets, drawers, and shelves, as well as books, textbooks, maps, materials, supplies, instruments, tools, machines and equipment, keys, and vehicles.

“Acceptable Use” of technology is defined as the collection of individual behavior, interaction, and utilization, with and of, all computing and peripheral equipment, software, and technology services that are procured, implemented, and supported by Epiphany Prep.

### 7.1 ACCEPTABLE USE OF TECHNOLOGY AND RESOURCES

Epiphany Prep will provide members of the Epiphany Prep staff and students with access to property and technology resources as necessary and appropriate to fulfill assigned responsibilities. Epiphany Prep staff and students will not use personal technology resources at school to create, store, and/or communicate school information or complete school responsibilities, nor will Epiphany Prep support, modify, repair, integrate, or perform work on personal technology resources. Students who are assigned work requiring the use of personal technology resources after-hours away from an Epiphany Prep campus are exempted from this requirement.

Epiphany Prep staff and students who use Epiphany Prep technology resources must do so responsibly, and are required to comply with all state and federal laws, the policies of Epiphany Prep, and with standards of professional and personal courtesy and conduct. When using Epiphany Prep property, the Epiphany Prep community is expected to exercise care, perform required maintenance where assigned, and follow all operating instructions, safety standards, and guidelines. Epiphany Prep staff and students may not use any technology resource to access, transmit, save, share, or print sexually-explicit images, messages, or any other medium containing such content. In addition, the Epiphany Prep community may not access, transmit, save, share, or print materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images, or any other content that may be construed as harassing based on someone’s race, national origin, gender, sexual orientation, physical or mental disability, religious beliefs or any other characteristic in violation of Epiphany Prep policies or protected by federal, state or local laws.

Epiphany Prep technology resources are to be used by the Epiphany Prep staff and students for the *sole purpose of educational use*. This includes, but is not limited to, reports assigned by teachers, project based learning opportunities, and use of our blended learning software. Epiphany Prep does not support the storage and installation of personal hardware or software and related data on Epiphany Prep technology resources. Therefore, Epiphany Prep will not repair or backup such data and software. This includes personal music, videos, pictures, other documents, and communications.

Epiphany Prep reserves the right to determine when personal use of technology resources or other Epiphany Prep property is excessive or improper, and may require reimbursement or other remediation from a community member and/or discipline measures when a student uses the resources excessively or improperly.

Prior to students receiving access to Epiphany Prep technology, they will receive training on the acceptable and prohibited uses of the technology and resources they will use at Epiphany Prep. Each student and parent/guardian will sign the agreement stating they have read and understood the terms of the Acceptable Use Agreement and giving permission for their student to use the technology while attending Epiphany Prep.

**Prohibited Use of Epiphany Prep Property and Technology Resources.** The following activities are prohibited while using Epiphany Prep technology resources:

- 1) Attempting to gain unauthorized access to Epiphany Prep technology resources; attempts to disrupt it in any way, or attempts to destroy or alter data;
- 2) Downloading or installing any commercial software, shareware, or freeware without permission from the network administrator;
- 3) Plagiarism;
- 4) Using the organization's time and resources for personal or familial financial gain;
- 5) Sending or posting discriminatory, harassing, sexual, or threatening messages or images;
- 6) Using abusive or otherwise objectionable language in either public or private messages;
- 7) Stealing, using, or disclosing someone else's code or password without authorization;
- 8) Attempting to break into the computer system of another organization or person;
- 9) Accessing, saving, transmitting, or printing any sexual or pornographic materials;
- 10) Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities;
- 11) Using the internet or company e-mail for political or religious activism at any time, or any sort of gambling;
- 12) Changing any computer file that does not belong to the user;
- 13) Accessing social networking sites, blogs or websites to post information about oneself, colleagues, the school, or anyone affiliated with Epiphany Prep.

It is understood that accidents happen, but students are encouraged to take the best possible care of all school property and technology resources. If equipment or items sustain physical damage or are stolen, notify the Principal immediately so that s/he can address the problem.

**Privacy.** All technology resources are Epiphany Prep property, unless the property is leased or falls under a specific "Use Agreement" which details the terms of the leased or loaned property. All internet traffic and all messages sent and received, including personal messages, internet browsing traffic, and all data and information stored on Epiphany Prep email or voicemail systems, cell phones/PDA's, or

computer systems are Epiphany Prep property, regardless of the content. Epiphany Prep reserves the right to access, monitor, and inspect all of its technology resources including its computers, voicemail, email, and any other data storage communications systems, at any time, at its sole discretion. Epiphany Prep community members have *no right of privacy* with respect to any messages or information created, maintained, received or stored on Epiphany Prep technology resources, even if those devices require a personal password to use or access or if the information has been deleted. Epiphany Prep reserves the right to advise appropriate legal authorities of any incident involving technology resources where it reasonably believes an Epiphany Prep community member may have violated the law. All passwords used to access technology resources must be available to Epiphany Prep upon request.

**Functionality, Accuracy and No Warranty.** Epiphany Prep network and systems administrators will make a good faith effort to keep the system and its available information accurate; however, the Epiphany Prep community acknowledges that Epiphany Prep makes no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of any of the data or information available.

**Social Media.** For the purposes of this policy, the phrase “social media” refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and MySpace, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

Epiphany Prep staff may not provide their personal non-Epiphany Prep email to students or potential students, or family members of those actual or potential students. Employees are only permitted to communicate and connect with students, or students’ parents or guardians regarding school-related matters, on social media that is owned and operated by Epiphany Prep.

## 7.2 INTERNET SAFETY POLICY

It is the policy of Epiphany Prep to:

- 1) Prevent user access and transmission of inappropriate material via the Internet utilizing Epiphany Prep technology resources;
- 2) Prevent unauthorized access and other unlawful online activity;
- 3) Prevent unauthorized online disclose, use, or dissemination of personal identification information of minors; and
- 4) Comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

This policy applies to all Epiphany Prep community members, including students, teachers, staff, and designated contractual or temporary staff.

**Technology Protection Measures.** Epiphany Prep shall filter all Internet traffic originating from any Epiphany Prep location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. Epiphany Prep shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

Epiphany Prep shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- 1) Manual blocking and unblocking of sites based on requests with legitimate educational purpose;
- 2) Application of appropriate licensing information;
- 3) Selection/de-selection of website categories deemed appropriate or inappropriate by the Epiphany Prep leadership community;
- 4) Review and analysis of usage and filtering logs;
- 5) Communication with specific school leadership concerning data and reports generated through the content filtering system.

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the internal or external technology support services contracted with Epiphany Prep.

**Monitoring and Supervision of Online Activities.** It will be the responsibility of all members of Epiphany Prep faculty and staff to supervise and monitor appropriate usage of Epiphany Prep technology resources, especially Internet access, in accordance with the Children’s Internet Protection Act. This includes, but is not limited to:

- 1) Logging and reporting of Epiphany Prep technology resource usage, especially internet access;
- 2) In-classroom monitoring of student use of technology resources;
- 3) Follow-up meetings with students and/or parents/guardians concerning student use of technology resources.

### **7.3 CELL PHONE USAGE POLICY**

While Epiphany Prep will provide students access to office phones in the event of an emergency, we recognize the right of students to carry cell phones to school for safety measures. All cell phones brought on campus are the sole responsibility of students and Epiphany Prep will assume no responsibility for the storage or safe keeping of any cell phone. Cell phones must remain out of sight and stored safely in students’ belongings after arriving to campus by 7:00 a.m. until the end of the school day at 4:00 p.m. Students shall not have their cell phones on during the school day at any time and for any reason. Failure to adhere to the cell phone policy, will lead to the confiscation of phones by school officials, parent meetings and appropriate disciplinary actions.

### **7.4 PERSONAL ELECTRONIC DEVICES**

At no time are Epiphany Prep students permitted to bring personal electronic devices (excluding cell phones) such as Gameboys, iPads, and iPods to school. Students found in violation of this policy will have their electronic devices confiscated by Epiphany Prep faculty. Parents will be notified and required to meet with the Principal to retrieve the devices.

### **7.5 CONTACTING EPIPHANY PREP STAFF**

The administration and faculty of Epiphany Prep highly encourage parent communication. Parents and students with questions for the staff are asked to email or call the staff member, as appropriate to address any questions or concerns. Faculty and staff members should check phone messages and emails regularly, and respond to parents/guardians within 24 hours. Please note that teachers and administrators are not expected to answer their phones or respond to emails between 6:30 am and 4 pm, but messages should be checked and returned at the end of the day.

Additionally, if a parent/guardian would prefer to speak to a teacher or administrator directly, they are encouraged to call or email the faculty member to establish an appointment. Teachers and administrators will not be able to accommodate parent meetings during the instructional hours of 7:00 a.m. to 4:00 p.m., unless previously scheduled. As protecting our instructional minutes with our students is our top priority, we appreciate your compliance with this policy.