
2024-25



Beacon
College Prep

Family Handbook

Educating for college
Empowering for life

<http://beaconpride.org>

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OUR SCHOOL

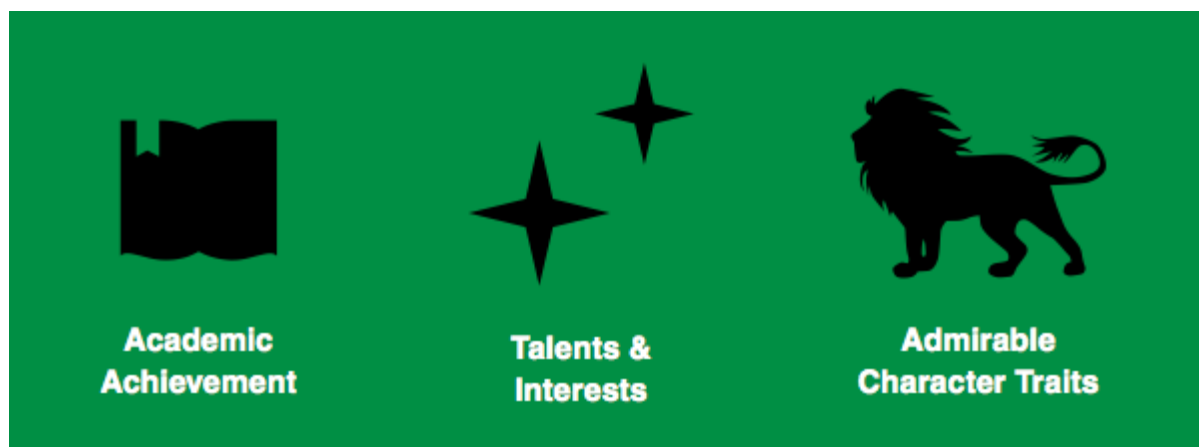
OVERVIEW

Beacon College Prep K-8 is a tuition-free public charter school serving students in Miami's Opa Locka and Liberty City communities since 2014. We received our charter from the Miami-Dade County Public School Board on October 16, 2013 to begin the 2014 school year with 114 K-2 students, and will grow to a fully-enrolled K-5 with a maximum capacity of 464 students. We believe that preparation for college must begin in elementary school, and hold all of our students to exceptionally high behavioral and academic standards.

OUR MISSION

Beacon College Prep leads students to **superior academic achievement, cultivates their talents and interests, and fosters admirable character traits** to build strong foundations that empower their success to-and-through college.

We believe that a holistic educational experience that balances the **academic attainment** of students, the development of their **social skills**, and the incorporation of **activities that they enjoy both inside and outside of the curriculum** will develop empowered, **well-rounded**, and **highly invested students**. This is chiefly important because our students are among the most vulnerable and "at-risk" to a variety of external factors.



OUR PURPOSE

More than 50 years after the Civil Rights Act of 1964, race and socioeconomic status continue to dictate many of the life prospects and circumstances for people raised in our country. In every major city and school district across the US there exists a statistically significant gap in performance between Black and White students, as well as poor and wealthy students. The gap extends beyond performance on standardized tests and informs many of the quality of life indicators that plague black, brown and poor communities in our city: college attainment, home-ownership, debt, incarceration rates, life-expectancy, etc. The problem is unjust and unforgiving. It compounds year after year, generation after generation like interest. Without innovative intervention, the problem will persist and will continue to circumscribe limitations for the masses in America's poorest and most racially segregated neighborhoods, while going

unnoticed by those who enjoy the luxury of pursuing the American Dream in wealthier suburban neighborhoods or gentrified enclaves within city limits.

Zip Code	Percent of Children Below the Poverty Line	Median Annual Household Income	Percent of Residents Unemployed	Percent of Residents with a Bachelor's Degree
33054 – Opa Locka	57%	\$24,505	38%	2%
33142 – Liberty City	48%	\$23,955	37%	2%
33147 – Liberty City	43%	\$28,586	36%	3%
33150 – Liberty City	45%	\$25,759	36%	1%

Why and how do we continue to let this happen? Why do we accept these realities for our students?

We intend to answer those questions this year and beyond through the stories, accomplishments and reflections of our students and families. Students from Opa Locka, Liberty City, or any other predominantly Black community in Miami are capable of anything that a wealthy student from Pinecrest is capable of. Our role as a charter school is to bring that reality to fruition for the average Black student in Miami's inner-city by building infrastructure that helps replicate that result year after year, generation after generation.

OUR VISION

Our vision is the path to our mission. It is both what we seek to realize 20 years down the road, as well as our methodical path towards that aim year after year. It is ambitious, yet realistic. It lives only if those who execute it daily believe in it. We've distilled our vision into an ambitious long-term aim, five general points of distinction between our school and the typical school, and five concrete manifestations of our vision thriving for each major stakeholder (students, teachers, non-instructional team and families). These are described below:

Long-term achievements

Beacon College Prep will change the world through the eventual accomplishments of our students. We exist to serve low-income students of color, however, we do not believe – as many institutions do – that success is defined by “getting out” of their current neighborhood circumstance. It is actually quite opposite. We teach our students about systemic injustice, work-ethic, empathy, the history of Miami and opportunities all in hopes that they will embrace their community and deeply aspire to come back and improve it. We want our students to be prepared for success to and through college in hopes that they commit to improving the community which raised them instead of “escaping” to line their pockets in prestigious legal or corporate jobs. Our theory of change involves students and their families because we know that change – enduring change - comes from within. No external entity can fundamentally change Opa Locka, Liberty City or any other predominantly black community for the better: only residents from that community can do that. Beacon College Prep seeks to position itself to facilitate that change because we believe so deeply in the potential of our students and the promise of our community.

Elevation of standards and expectations

All children are malleable and want to be successful. They will rise to the level of expectation set for them. Unfortunately, in many low-performing schools, students are held to the bare minimum expectations. Principals and teachers prepare to prevent bad things from happening as opposed to creating the conditions for success for their students. The latter is the world in which Beacon College Prep seeks to exist. By setting higher academic goals, more consistent attendance goals, and stricter cultural expectations, and educating teachers and other staff how to embody the same, Beacon College Prep will

build on the high expectations we set in elementary school to deepen the educational experience of students en route to and through middle school, high school, college and beyond. These expectations will define our culture and set a bar for our students to learn, rise above, and elevate for future cohorts of students.

Pursuit of superior academic achievement through implementation of rigorous instructional practices

Academic success is fundamental to preparation for success to and through college. Our program is designed to both accelerate the learning of our students in preparation for future grades as well as remediate deficiencies to ensure that every student is on track to being at or above grade-level by the time they matriculate into middle school, high school, college and beyond. To achieve these aims, we will:

- Set aggressive yet realistic academic goals for each student, class and grade-level that put students on track to accelerate their academic standing
- Structure the academic day and year to produce more learning time in both literacy and mathematics
- Utilize time after school and on Saturdays to remediate deficiencies for our most struggling students
- Implement curricular resources and instructional practices that are rigorous and demand superior engagement and/or maturity of our students
- Optimize operational efficiency and effectiveness to create more learning time and reinforce culture, respectively.

Cultivation of students' talents and interests through implementation of diverse academic program

Success in college and beyond requires so much more than high test scores: it requires students who are passionate and well-rounded. To that end, a prong of our mission that we will continue to uphold is the cultivation of our students' talents and interests. Many schools sacrifice these critical elements in exchange for more math, more reading, more science and more social studies – hoping that it results in higher test scores. Perhaps it does help, but then again, perhaps it doesn't. Perhaps it contributes to student burn-out and potentially resistance to the institution of education. Beacon College Prep believes in the power of the indirect inputs – those elements of school that activate the investment, spur creativity and promote independent exploration. We will integrate a robust offering of electives into our daily schedule and stick to that with fidelity because we believe it to be critical to the attainment of our mission. Beyond those electives, we will continue to expose our students to life outside of Opa Locka and Liberty City by sending them on field trips and by bringing professionals to the school to supplement their experience.

Development of admirable character traits through an intentional and productive student culture

Dr. Martin Luther King said that "Intelligence plus character –that is the true goal of education". We could not agree more, and have lived that sentiment through the founding and development of our elementary school. Without strong character, our students will not have access to opportunities in this country – especially considering the degree to which stereotypes, racial bias and discrimination still inhibit the prospects of so many bright students of color. At Beacon College Prep, we take an unconventional approach to fostering admirable character: we give students **choice** and guiding principles as opposed to rules and consequences. Rules and consequences prepares students to enter a world of law and order: one where it is customary – and even prudent - to be fearful of authority and learn to do good only when people are watching. Students cannot learn in fear, just like citizens cannot fully live in it. Beacon College Prep uses student choice and guiding principles (core values) to help students learn right from wrong from experience, and to maintain a supportive relationship between students and staff as opposed to an authoritative one that is steeped in fear. Beacon College Prep has a strict "No-Yelling" policy that is practiced by everybody in the school including the Principal, Leadership Team, Teachers, Support Team, Custodians and Food Service Team. Instead of yelling at our students and using fear as a tool to force desired behaviors, we use core values as a guide to their choices and exercise patience in teaching, reinforcing and redirecting our values.

Realization of operational efficiency

Arrival, breakfast, transitions, lunch, homework, dismissal, etc. Beacon College Prep recognizes these “mundane” operational occurrences as critical moments to make or break culture. We strive to optimize efficiency as well as deeply embed elements of our culture (e.g. we are quick because we maximize learning time, or we are respectful because it is an expression of gratitude to those who sacrifice for us) into each and every one of these daily operational functions so that every minute students spend at BCP is one that is aligned to our overall mission. Many schools deprioritize these times of day as “down-time” and are not concerned with how students interact with one another at breakfast, or the language they use in the halls, or the gratitude they show the bus driver when they board the bus. However, we care about every second our students spend with us because we believe that these non-instructional interactions are essential practice for productively coexisting in the real world with others.

OUR CORE VALUES AND EXPECTATIONS

We teach five core values that guide the thoughts and actions of all Beacon College Prep students, faculty and staff. Each member of our school community is responsible for modeling our values because we believe that educating and empowering our students will take more than math and literacy alone: it will take a holistic approach that prioritizes developing our students' independence and self-advocacy.

To that end, we teach the following core values in an effort to prepare all of our kids for success in life:

<h3>Gratitude</h3> <p>To appreciate what we receive from others and the desire to give back with our positive actions.</p> 	<h3>Grit</h3> <p>Perseverance and passion to reach long term goals.</p> 	<h3>Curiosity</h3> <p>An eager desire to want to know and learn.</p> 
<h3>Self-Control</h3> <p>The ability to control your thoughts, feelings, or behavior when the clash with valued goals.</p> 	<h3>Zest</h3> <p>An approach of life filled with excitement and energy.</p> 	

GENERAL SCHOOL INFORMATION

CONTACT INFORMATION

Beacon College Prep K-8
13400 NW 28th Ave
Opa Locka, FL 33054
<http://beaconpride.org>
786-353-6109

FACILITIES

We are located at the corner of NW 27th ave and NW 135th Street in Opa Locka, FL. Our school is co-located on a campus with Florida International Academy (grades 6-8). All of our operations are located in the “A Building.” Please be sure to sign in at the main office each time you visit.

WHO WE ARE

BOARD OF DIRECTORS

Beacon College Prep is governed by a Board of Directors that reflect parental, community, educational, and professional perspectives to maintain a viable and thriving school. Members of the Board of Directors include:

- **Sergio Bonilla**, School Principal, Beacon College Prep
- **Jeffrey Miller**, (President)
- **Melissa Krinzman** (Secretary)
- **Octavio Verdeja**, (Treasurer)
- **Virginia Akar** (Member)

POLICIES AND PROCEDURES

HOURS OF SCHOOL OPERATION

To maximize learning time, Beacon College Prep has an extended day and school year:

- The school building will open daily at 7:00 am. Students should not be dropped off any earlier for safety reasons.
- The academic day spans from 8:00 am – 2:00 pm for K-2 students
- The academic day spans from 8:00 am – 3:00 pm for 3-5 students
- The academic day spans from 9:00 am – 4:00 pm for 6-8 students

SCHOOL CALENDAR

We follow the same calendar as MDCPS. It can be located at www.dadeschools.net

ATTENDANCE POLICY

There are no factors more important to a student's progress in school than regular and punctual attendance. Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students withdrawing from school.

Truancy refers to students' ages 6-17 who have unexcused absences from school. **"Habitually truant" means that a child has 15 unexcused absences within 90 calendar days** with or without knowledge or justifiable consent of the child's parent or legal guardian, and is subject to compulsory school attendance. Any school absence – excused or unexcused – as well as missed classes and tardy arrivals can affect students negatively. Truancy affects students of all ages and costs students more than their education; it cost them their future.

School Attendance: Students are to be counted in attendance only if they are **actually present for at least two hours of the day** or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.

Students will be held accountable for work missed due to absences, vacation or suspensions. Work may not be provided in advance of absences.

All questions regarding student attendance and attendance records should be directed to the school's front office.

EARLY DISMISSAL POLICY

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation, and the school has granted permission, no student will be dismissed early from school. If an emergency occurs, we will of course honor an early dismissal of your child/children. But to the greatest extent possible, we want to ensure that our students take advantage of our extended day so that we can maximize our impact with them. The parent or guardian must sign the student out with the Main Office before removing the student from school grounds.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, **but no later than 11:30 am of the day of the early dismissal**. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note in the child's homework folder. Teachers will then be responsible for sending students to the main office 5 minutes prior to the requested time in order to minimize disruption to class time.

For safety reasons, no student will be dismissed 30 minutes prior to each respective dismissal. If you require an early dismissal, **it must be granted approval from the school, and it must be before 1:55pm. No exceptions will be made to this rule.**

MAKE-UP WORK

Students are responsible for all missed work while absent. Families and students are responsible for coordinating with teachers to get the make-up work, and turning it in within one day of their absence.

HOMEWORK

Beacon College Prep strictly enforces a literacy in the home policy for all students that will be upheld with extreme fidelity. Each student will receive a calendar at the beginning of each month that the parent

or guardian must sign off on daily. **A parent or guardian’s signature certifies that the parent/guardian either engaged in 25 continuous minutes of literacy-rich activities or observed their child read independently for 25 continuous minutes.** If your child cannot yet read, that is okay – there are several things that you can do with them for 25 minutes a day (practice sight words on flash cards, read to them, play word and picture matching games, etc). As a school, we have resources to make it easier for you to meet this requirement. If you need books, sight word packets, etc, all you need to do is ask and we will do our best to help you access those materials.

In addition to our school-wide homework structure, teachers will assign homework at their discretion and in alignment with the needs of their students and the demands of their curriculum. You are responsible for your students’ completion of their homework.

Students who do not turn in homework will receive a homework violation. Students will receive homework violations if there is no signature on the homework, the homework is started but incomplete, the homework reflects minimal effort, the homework folder was left at school, the homework folder was left on the bus, or the homework folder was left at home; as we try to teach our scholars responsibility and accountability, it is vital that we do not excuse them from turning in homework under any circumstances. A homework violation form follows below.

Homework Violation SEP

Student Name _____

Date _____

Homework violations received this quarter _____

At Beacon College Prep, we have high expectations of how much responsibility our scholars will take for their own academic success. Homework teaches students the skills and work ethic that they will need to have throughout their lives to be successful. Homework should be done consistently and thoroughly in order to meet the expectations of the Beacon College Prep community. Only complete, accurate, prompt, neat, and carefully done work meets this expectation.

A homework sheet goes home nightly with students and must be signed by a parent or guardian each night after the homework is checked. The parent “signing off” on the homework indicates that the work has been checked and meets the parent’s expectation level.

If a scholar does not complete his or her homework, including having the parent’s signature, the following consequences will apply

1 st – 4 th offense	A Homework Violation sent home
5 th offense	A Homework Violation sent home, and mandatory conference with teacher, parent, and student
6 th offense	The child will be placed in homework support each full school day for the next month. Homework support lasts from 4:45-5:30. The student must complete homework before leaving the Homework Support session each day and parents must arrange transportation home.

I acknowledge that my child's homework completion is my responsibility. Furthermore, I acknowledge that I will see to it that my child completes his/her homework consistently from this point forward.

STUDENT SUPPLIES

The easiest way to manage supplies in primary classrooms without disrupting classroom time or having unprepared students is to have shared supplies within the classroom. We are asking parents to donate the following supplies during the first two weeks of school.

Required Supplies		
For School	For Home	Item
3	3	12 pack of #2 Pencils
1	1	Pencil Sharpener
1		Backpack (no rolling book bags)
1		Three-ring Binder
1		Pair of Scissors (round edge)
2		Ream (500 pages) of white copy paper
4	1	Black speckled primary composition notebook
4	1	Pocket Folders (durable)
1		Dry Erase Markers (12 or 10 pack)
1		Pencil case
1		Box of Kleenex
1		Bottle of Hand Sanitizer
1		Backpack (no rolling book bags)
5		Library books on grade level
1		Bottle of glue or glue stick

Teacher Wish List (Optional Supplies)	
For School	Item
1	Set of required supplies to donate to other families
1	Box of band-aids
1	Package of antibacterial wipes
1	Container of Play-doh
1	Stress ball (squeeze ball)

These supplies will be collected by the teacher and passed out to students as they need them throughout the school year. If we receive all our supplies in the first month, we hopefully won't have to ask for supplies again this year. Please write your child's name on all supplies in thick black ink where applicable (e.g. on a box of crayons, but not on a pencil) so that we can manage the usage of supplies. Parents are welcome to choose whatever brand they would like for the above items and are also welcome to bring more than the suggested number of each item above. We can always use more supplies!

If your child has special art supplies (for instance, a pack of stamping markers or a jumbo souvenir pencil), please leave them at home unless the teacher specifically requests that students bring in additional supplies.

STUDENT DRESS POLICY

We show pride in our appearance and our cohesion as a community through our uniforms. Students in our community are expected to follow the school dress code in order to be allowed in class. The uniform for all students is as follows:

Young Men	
Top	Kelly Green Polo with Logo Black Polo with Logo
Bottom	Khaki Pants Khaki Shorts Khaki Skirts Black Pants Black Shorts Black Skirt
Accessories	Solid black or brown belt required
Shoes	Any shoes

*** Students must report to school with their shirts tucked in

***Students must report to school with a belt

***Any over coats or sweaters must be black. Hoodies can be purchased with BCP logo from our uniform vendor

Students who are out of uniform will be asked to contact guardians and the student code of conduct may be followed.

PURCHASING UNIFORMS

School uniform shirts are available for purchase through SK Wholesale. You can either purchase uniforms directly at SK Wholesale (see locations below) or <http://www.skwholesaleuniforms.net> (click “find your school” and type in “Beacon College Prep”).

Store locations:

- 62 NE 1st Street. Miami, FL 33132 – 305-372-3751

BATHROOM BEHAVIOR

In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class’s protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a consequence.

BATHROOM ACCIDENTS – EXTRA SET OF UNIFORM CLOTHES IN BOOKBAGS

Parents of kindergarten students and of older students with a record of bathroom accidents will be asked to send an extra pair of pants, extra underwear, and an extra pair of socks to school and the extra clothes will be kept in the child’s cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child’s backpack.

Additionally, please consider donating your child’s used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

STUDENT PROGRESS

STUDENT GOALS

Our goals align to our mission of preparing every student for success in college, and are informed by the imperative to dramatically improve educational opportunities for students in Liberty City and Opa Locka. We believe that **preparation for college must start in elementary school**. By setting ambitious academic goals at each grade level and using data to support every student in reaching them, we will ensure that our students leave elementary school prepared to transcend mediocrity en route to college.

For the school year, our academic goals for our students are as follows:

- 1.25 years worth of reading growth (as measured by F&P)
- 10-15 percentile point growth on national norm-referenced assessment (as measured by the NWEA)
- Proficiency on grade-level standards and developmental learning goals (e.g. Kindergarten – 300 sight words, 2nd grade – 100 addition/subtraction facts in 60 seconds)
- Proficient or advanced proficient on the FAST Math and FAST Reading (Level 3, 4 or 5)

We also measure a variety of non-performance related goals that are statistically proven to improve a child's chances at success in college and life:

- 96% average daily attendance
- 96% average daily homework
- 25 minutes of reading at home every night (this is incredibly important, and if your child is not yet an independent reader, you should read to them 30 minutes a night)
- 80% participation in extracurricular activities outside of school (choir, track and field, etc)
- Proficiency using instructional technology independently

Statewide Assessments

Students in grades 3-5 participate in Florida's Statewide Assessment Program. Grades 3 and 4 will participate in the FAST Math and FAST reading assessments, and Grade 5 will participate in the FSSA Math, Reading and Science assessments. These assessments are incredibly important and determine the student's eligibility for gifted, required remediation, and school grade. At Beacon College Prep, we take the FSA seriously and believe that our performance can and must be on par with the best schools in the state. To that end, we use opportunities like Saturday School, after school tutoring, and academic interventions to ensure that all students have the opportunity to be successful. However, our efforts **MUST** be supported by you at home.

Reading Proficiency

In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students' reading levels. The F&P Assessment will be administered at least four times a year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards.

National Norm Referenced Assessments

Beacon College Prep students take national norm-referenced assessments to measure their progress each year in math and literacy. Using the NWEA MAP Assessment, we will be able to determine – with a relatively high level of reliability – where your student ranks nationally against the average student in their

grade level. It is our goal for all of our students to be in the 75th percentile or higher at the end of 5th grade, or to make at least 20 percentile point's worth of growth in each year.

Formative Assessments

Teachers create formative assessments that are aligned to grade-level standards and developmental learning goals to measure student growth and ensure that our kids are on track. Students will be tested on sight words, spelling, math facts, unit lessons in math and reading, writing, social studies and science.

CURRICULUM AND ACADEMIC PROGRAM

Beacon College Prep will offer our students the opportunity to engage in a variety of courses that contribute to a well-rounded academic and personal foundation. A brief description of the courses and the curriculum used can be found below:

Literacy

Literacy is of the utmost importance at Beacon College Prep. Our goal is for all of our students to read above their grade level by the time they graduate from elementary school so that they are fully prepared for enduring success in middle school, high school, college and beyond. To achieve this aim, we are making literacy a core component of our academic schedule and our mission. Every morning, students will have a 125 minute Balanced Literacy Block where teachers will infuse a variety of strategies and techniques to develop strong readers.

In the lower grades (K-2) the day will begin with a “morning meeting” where teachers get students ready to engage in the literacy block by conducting a read-aloud. Students will then break into three groups and rotate between technology, guided or shared reading, and direct explicit phonics instruction. The majority of instruction occurs in groups of 10 or fewer students, which allows our teachers to provide individualized and differentiated supports for all of our students.

Below is a table that represents our literacy block for K-2 students:

Morning Meeting Read Aloud (15 minutes)		
R1: Guided Reading (30minutes)	R1: Technology (30minutes)	R1: Direct Phonics (30minutes)
R2: Direct Phonics (30minutes)	R2: Guided Reading (30minutes)	R2: Technology (30minutes)
R3: Technology (30minutes)	R3: Direct Phonics (30minutes)	R3: Guided Reading (30minutes)
Independent Reading - DEAR (20 minutes)		

We will use a combination of McGraw Hill’s Reading Wonders, iReady Software, and Common Core aligned teacher-created materials to facilitate our direct reading instruction. We will also provide libraries in every classroom with leveled books from Scholastic and Reading A-Z that contain a diverse array of topics to help pique our students interest in and love for reading at an early age.

Mathematics

Learning math early is critical to enabling success through secondary and post-secondary education. At Beacon College Prep, we plan to dedicate a substantial amount of our time and resources to establishing a strong primary foundation in mathematics. Our curriculum and instruction will align to the Common Core State Standards at appropriate grade levels, and students who show advanced proficiency in grade level standards will have the opportunity to start mastering higher standards.

Our math classes will follow one of the two frameworks below, depending on the lesson, and will end with differentiated instruction in small groups so that students get the individual attention they need to be successful in math. Below is an outline of how our math class is structured:

Explicit Instruction Framework	Inquiry-Based Learning Framework
Comprehensive Warm-up (Whole class)	Comprehensive Warm-up (Whole class)
Hook (Whole class)	Engage (Whole class)
Introduction to new material (Whole class)	Explore (Small group)
Guided Practice (Small group)	Explain (Whole class and small group)
Independent Practice (Ind. Work-time and 1:1 conferring)	Elaboration (Small group)
Closing (Whole class)	Evaluation (Whole class)
Differentiated Instruction (Lesson extension group, fluency group, technology group)	

Our teachers will use Singapore Math and ST Math as core components to the curriculum in math. Each curriculum is research-based and designed to help students develop a more conceptual understanding of math.

Writing

We will use the Writer's Workshop model and curriculum that is championed by Lucy Caulkins at Teacher's College at Columbia University in New York. This curriculum helps students develop a love for writing, a unique writer's voice, and the technical components necessary to draft, revise, edit and publish grade-level and beyond writing. Writing is the most important skill to develop to lead students to success in college, so we start early by holding our students accountable to rigorous writing standards and prompts.

Social Studies and Science

Beacon College Prep will provide students with 55 minutes of Social Studies and 55 minutes of Science, 4 days a week. These courses will be taught by their Literacy and Mathematics teachers to compliment the instruction they are receiving in their morning courses. In Social Studies, students will learn about our world by interacting with their peers, learning about themselves, and engaging with a diverse variety of texts. In Science, they will learn about our world from problem-based methods and scientific inquiry. Each course will be aligned to the Next Generation Sunshine State Standards (NGSSS) in an effort to prepare students to enter middle school and high school with the skills and concepts necessary to engage at the highest levels of thinking.

Art and Physical Education

Art and physical education are fundamental subjects in our school's curriculum because they contribute to every child's academic and social development. Art education helps level the "learning field" across socio-economic boundaries while strengthening student problem-solving and critical thinking skills and contributing to the overall academic achievement of students. Physical education provides students the opportunity to attain their optimal level of fitness while participating in a carefully planned program of physical activities. Through participation, students develop interest and skills that promote and encourage lifetime fitness while stimulating brain functions that enhance academic achievement. Beacon College Prep will ensure that students receive at least 160 minutes of Physical Education every week, and 160 minutes of Art every week. By providing students additional time in Physical Education and Art Education each week, we are creating additional time and space for students to cultivate their interests and talents in an effort to establish a strong, well-rounded foundation for their future.

PROGRESS REPORTS, REPORT CARDS AND FAMILY-TEACHER CONFERENCES

Teachers and staff will use progress reports and report cards to communicate students' academic and behavioral performance. Progress reports and report cards will be sent home with students weekly. In certain circumstances, a student's report card or progress report may not be distributed in class and may need to be picked up at the school by the student's parent or guardian. Parents will also be expected to meet with their children's teachers during the Family-Teacher Conferences. Families also are required to attend an orientation conference at the beginning of the year.

STUDENTS RIGHTS AND RESPONSIBILITIES

It is important that we distinguish early and often between the rights and responsibilities our students have regarding education. In the school accountability driven climate in which we operate, it has become common for parents and students to conflate rights and responsibilities, but at Beacon College Prep **students earn their education**, and we provide them with the best opportunity to do so.

What follows is a list of rights and corresponding responsibilities so that we remain grounded in the idea that it is our duty to educate and empower, **and that the onus of taking advantage of the opportunity we provide falls squarely on our students and families.**

Students have the right to...	Students have the responsibility to...
be taught basic skills and content that is aligned to State Standards	work hard so that you can master the basic skills and State Standards
study all subjects in a classroom setting, in a language you can understand, with good, fair teachers. These teachers will let you state your opinions freely	help create a school climate that is fair and helpful
learn about many new and different ideas, with which you may agree or disagree	respect the rights and beliefs of other students and teachers
a clear explanation of the code of student conduct	become familiar with the code of student conduct and observe classroom rules
be treated with courtesy and respect	show respect and courtesy to fellow students and staff
a safe school environment, bus stop and school bus	respect the private and personal property of others, and contribute to a safe learning environment by reporting harmful or dangerous situations
a school that is bully and harassment free	not to bully or harass other students
know how your teacher determines your grade	earn the desired grade by meeting the teacher's criteria
be notified when you are performing unsatisfactorily	improve your grade when you get an unsatisfactory notice
fair and accurate conduct and effort grades	exhibit good behavior and effort in class

PARENT GRIEVANCES

In the event that a parent or guardian has a grievance with a procedure, staff member or decision made by the school, we've standardized a process help resolve the issue.

1. **Articulate the grievance:** Either directly to the main office or online using our grievance form, which can be found at <http://beaconpride.org/grievances> . When articulating your grievance, please be as specific as possible by identifying **who** is involved, **what** happened, **why** you're upset, and **how** you'd like to see the issue resolved.
2. **Schedule a time to meet with leadership:** Our main office collects parent meeting requests weekly, and schedules necessary meetings with either the Assistant Principal or the Principal.
3. **Prepare for the meeting:** Bring any necessary documentation to support the claim you're stating in your grievance. For example, if you disagree with a student's grade, bring evidence that suggests the student should have a higher grade.
4. **Meet with school leadership:** School-based leadership will carve out time to meet with you to hear your concerns, and problem-solve collaboratively with you. Leadership will ensure that they follow school and district protocol with regards to decision making and policy enforcement. The purpose of this meeting is to come to a decision that is correct, fair and agreeable for all parties
5. **If the result is not mutually agreeable,** you'll be provided with the contact information for our parent representative and conflict resolution specialist. This individual will speak directly with you to hear your concern, and your disagreement with the decision that school-based leadership made. The conflict resolution specialist will make the Board of Directors aware of your continued concern, and will confer with the principal of the school to arrive at a final decision.

Conflict Resolution Contact: Carlos Gonzalez, Board Liaison (305-231-4888)
cvgonzalez@beaconpride.org

FIELD TRIPS

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges.

BEACON COLLEGE PREP DISCIPLINE POLICY – CODE OF CONDUCT

Beacon College Prep is committed to providing an achievement-oriented culture in which students can maximize their academic achievement. Students whose behavior does not meet the school community's standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

Please note: all students enrolled at Beacon College Prep are students of Miami-Dade County Public Schools, subject to applicable policies and entitled to same rights

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

We align our behavioral expectations to our core values. By aligning our expectations to these aspirational values, we give reason to why we expect our students to behave in a certain way, and we teach them explicitly how to embody these characteristics:

- **Gratitude** – Appreciating the benefits we receive from others and reciprocating those benefits with positive actions
- **Grit** – Persevering through challenges in pursuit of long term goals
- **Self-Control** – Regulating emotions, feelings, words and behaviors when they will otherwise prevent me from achieving my goal
- **Curiosity** – exploring a wide range of information to apply it to my life
- **Zest** – approaching life with excitement and energy

DESCRIPTION OF NEGATIVE BEHAVIORS

Tier I Behaviors

Tier I behaviors are what you would expect from elementary students. Our youngest students will not know how to behave properly until we teach them and reinforce our expectations. These behaviors are often a result of poor habits or a lack of impulse control, which will develop in time. Our response to these behaviors should take that knowledge into account, and be delivered in an encouraging manner:

- Losing focus
- Distracting other students
- Not following directions
- Calling out
- Head down on desk
- Tapping pen
- Minor nonverbal disrespect
- Excessive giggling
- Getting out of seat

Tier II Behaviors

Tier II behaviors are still what you would expect from an elementary school student, however the behavior is less a result of low impulse control/poor habit, and **more a result of a lack of respect** (for self, others, property, etc) or **intentional manipulation of rules** (e.g. abuse of bathroom privilege because the child is bored) - kids test boundaries in developmentally appropriate ways, but we must be able to tell the difference between boundary testing and disrespect or manipulation:

- **Repeated tier I behaviors without attempts to change**
- Unprepared for class
- Uniform violation
- Homework violation
- Gum/candy in class
- Minor verbal disrespect
- Sucking teeth
- Sulking
- Pouting
- Eye roll
- Stomping feet
- Insulting other students
- Inappropriate touching
- Talking back
- Grunting, groaning or whining

Tier III Behaviors

Tier III behaviors are a more serious breach of our school's PREPARE values namely because they **endanger the safety and welfare of others in the class and/or violate the integrity of our college- prep learning environment.**

- **Repeated tier II behaviors without attempts to change**
- Throwing things
- Profanity
- Lying
- Cheating
- Stealing
- Destruction of property
- Major verbal disrespect
- Major nonverbal disrespect
- Verbal defiance
- Nonverbal defiance
- Putting down other students

Tier IV Behaviors

Tier IV behaviors are the most egregious student offenses and could result in student suspension (in-school or out) or recommendation to MDCPS for expulsion. These behaviors **pose an immediate threat to school safety and may even break the law.**

- **Repeated tier III behaviors without attempts to change**
- Fighting
- Bringing a weapon to school
- Bringing drugs to school
- Harassment or assault of any kind
- Anything considered tier IV according to Florida Education Code

BEACON COLLEGE PREP ANTI-BULLYING POLICY

Beacon College Prep is committed to providing a safe learning environment for all students. To this end, BCP is dedicated to eradicating bullying and harassment in our school by providing awareness, prevention and

education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation that includes a noted power differential.

Bullying may involve, but is not limited to:

- | | |
|----------------------|--|
| 1. Teasing | 8. Sexual, religious, or racial harassment |
| 2. Social exclusion | 9. Public or private humiliation |
| 3. Threats | 10. Destruction of Property |
| 4. Intimidation | 11. Cyberstalking |
| 5. Stalking | 12. Cyberbullying |
| 6. Physical violence | 13. Hazing |
| 7. Theft | |

Our Anti-Bullying policy is the same as M-DCPS’ policy, which consistent with F.S.1006.147. Bullying and Harassment Prohibited, its content, definitions and guidelines. This statute may also be cited as the “Jeffrey Johnston Stand Up for All Students Act.” To access greater detail about our policy, visit http://studentservices.dadeschools.net/bullying/pdfs/MDCPS_bullying-harass_policy.pdf

CLASSROOM CONSEQUENCES

For infractions of our community expectations, teachers will enforce their own classroom consequences. Classroom teachers will explain these systems to their parents during new student orientation and also in writing. These classroom consequences can include loss of privileges, including, but not limited to students sitting silently or away from their peers during class or during snack time; recess, co-curricular, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities. [SEP]

Teachers will employ a classroom management system that rewards positive behaviors, gives students chances to correct their misbehaviors, and holds students accountable for their actions and our core values. All teachers will use some type of color system that uses colors to represent different levels of behavior for each student. Every day, students will enter on “green” and their place on the color chart will go up or down, depending on the decisions they make that day. Teachers will update this color chart as good behaviors and misbehaviors occur, and at critical transition points to constantly remind students of our expectations and incentivize good behaviors. Below is an example of how teachers will manage behavior inside their classrooms:

Color	Behavior	Example Consequences/Rewards
Purple	Student has gone above and beyond in their behavior that day. <i>“Brilliant”</i>	-Positive note sent home -Positive phone call home -Student receives sticker reward -Student receives star on Character Report Card
Blue	Student had met behavioral expectations of Beacon College Prep	-Positive note sent home -Student receives star on Character Report Card -On track for weekly reward.
Green	Student has had two warnings regarding their behavior.	-Student loses 10 minutes of recess. -Student does not receive star on Character Report Card if ends day on yellow. -Student receives note home re: their choices

		-Student may take a 1 minute time-out at reflection desk
Yellow	Student has received another warning for their behavior while on yellow.	-Student is sent to re-set desk in classroom for 5 minutes. -If the student returns and is able to re-integrate into class, he can move his color back up to yellow. -Student loses half of recess. -Student loses 10 minutes of Choice Time. -Student does not receive star on Character Report Card.
Red	Student refuses to go to re-set desk. Student receives another warning after being sent to in-class re-set desk. Student commits serious infraction.	-Call or note home -Loss of all of recess. -Loss of Choice-time. -Removal from class for short period to get back on track, 5-10 minutes in re-set desk in office. -Potentially In-School Suspension -Removal from class (ISS or OSS) -Parent called (potentially to pick up student for the remainder of the day.)

COMMUNITY VIOLATIONS

If a student commits a serious infraction of our core values, a student will receive an immediate Community Violation. These serious infractions include

- disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness;
- disrespect of a fellow student, such as name-calling, insulting, or excluding;
- disrespect of the school, such as drawing on a table or book, taking school supplies without ^(L)_(SEP) permission;
- unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums;
- leaving class without permission;
- use of inappropriate language; and
- disruption of class.

Community violations have escalating consequences throughout the semester. The consequences increase as follows:

- The first community violation of the day will be accompanied by a phone call home at the end of the day. The teacher may also request a conference with a parent.
- A second community violation in a day (a Double Community Violation) or the 4th community violation of a semester will result in immediate parent contact. At this point, a parent will be required to attend a mandatory conference with the teacher and the student.
- If a student earns a third Community Violation in a day (a Triple Community Violation) or the 6th Community Violation of a semester, the parent will be contacted immediately and be required to attend a mandatory conference with the school leader, teacher, parent, and student before the student is allowed to return back in class.
- If a student receives a Triple Community Violation for a second time in a semester or the 7th Community Violation of a semester, the child will be suspended until a parent spends 90 minutes in class with the child when readmitting him/her back to school.

Additionally, students will receive recess detentions for each community violation they receive. Recess detentions can last for one to five school days. ^(L)_(SEP)

IN-SCHOOL SUSPENSION (ISS)

At times, particular infractions warrant consequences that are more severe than a brief removal from class, but less severe than out-of-school suspension. Beacon College Prep has an in-school suspension model that ensures students are held accountable to our behavioral expectations while giving them a chance to correct their transgressions.

When a student consistently fails to meet behavioral expectations over an extended period of time, and in-class reprimands are not correcting the behavior, the student will be placed in in-school suspension (ISS). In ISS, students will be asked to reflect either verbally or on paper, given time to reflect silently, and given either literacy or math work to perform that is aligned to their grade-level expectations. They will also conference with the school leader or another member of the school leadership team to reinforce our expectations. Parents will be called each time a student is sent to ISS because we believe that parental support is vital to correcting habitually negative behaviors.

The student's behavior while in ISS will determine the next steps. If the student is genuinely remorseful, makes an apology to his or her teacher and family, and is well behaved while in ISS, then the student may gain entry into class the next day. If the student fails to be well behaved, shows little remorse or refuses to apologize, they will remain in ISS for another day. In extreme cases, the student may be sent to OSS.

PARENTAL NOTIFICATION

When a student receives an ISS, parents will be informed by phone, text, or email. Additionally, parents will receive written notification in the form of a Beacon College Prep misconduct report that will be sent home in the homework folder. A parent is required to sign the misconduct report that night and return it to school the next day.

Out-of-School Suspension (OSS)

Students will receive out of school suspensions for culture breaches that are extreme in nature. If a student commits one of the infractions listed below, the student may receive an out-of-school suspension rather than receiving a Community Violation. Before the student is returned to class, the student, his or her parent or guardian, and school leader will meet in order to address the student's behavior and plan for improvement. Furthermore, students will not be allowed to return to class after a suspension without a parent signature on the suspension letter. Infractions that merit immediate suspension include:

- Gross disrespect of a fellow student, staff member, or school property (habitual)
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class (habitual)
- Using abusive, vulgar, or profane language or treatment (habitual)
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact (serious)
- Setting off false alarms or calling in groundless threats
- Gambling

- Departing, without permission, from class, floor, building, or school-sponsored activity
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.

Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination Review).

In most instances, during disciplinary suspensions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of suspension.

If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of suspension.

If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or suspension from the student's current educational program based on that conduct. Also, the IEP or 504 Team will review any existing Behavior Intervention Plan or, where appropriate, conduct a Functional Behavioral Assessment, and develop a Behavior Intervention Plan.

Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to himself/herself or

others the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

Students with Disabilities under Section 504

Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

BUILDING SAFETY AND SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

VISITOR POLICY

All visitors are required to report to the Front Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization, will be asked to leave immediately. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

FIRE SAFETY PROCEDURES

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells/ramps and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of school and monthly throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

WEAPONS

Students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face recommendation to MDCPS for expulsion or long-term suspension from school. This will be the case **whether or not the student intended to use the weapon in a violent way.**

- Guns of any kind including BB guns, air pellet or airsoft or toy guns that look like real guns
- Knives of any kind including kitchen knives, pocket knives, box cutters or razors
- Tools including hammers, screwdrivers, crowbars or other objects commonly used for household construction
- Mace or pepper spray
- Any everyday object that is altered to act as a weapon or look like a weapon

MISCELLANEOUS GUIDELINES

CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are permitted to bring cell phones and other electronic devices to school provided they are turned off and kept in the student's book bag at all times during the school day.

If at any point a student is found to have an electronic device that is turned on and/or on his or her person, the device will be immediately confiscated by a staff member. Failure to follow the rules for electronic devices may result in:

- Confiscating the device until a parent comes to claim it;
- Loss of the privilege of bringing devices to school;
- Other consequences described earlier in the Discipline Policy.

Please note that students' book bags are sometimes left unattended during the school day, and we cannot guarantee the safety of devices left in them. Therefore, we strongly encourage students not to bring expensive electronic devices to school.

CLEAN SCHOOL

Given the school's emphasis on pride and responsibility, each student homeroom will be responsible for cleaning their classroom at the end of the day. While the school also employs a custodial staff, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially in assuring shared, common spaces are kept neat and clean.

HALLWAY BEHAVIOR

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides, not touching the wall, and towards the right side of the hall. Students in the hallway without permission and students who talk in the hallway will receive a consequence.

FAMILY INVOLVEMENT

SCHOOL-FAMILY PARTNERSHIP

Parental involvement in a child's educational life is critical to a child's success. We encourage parents to develop strong positive partnerships with the school, and to be on the same page with regards to working towards our mission of preparing all of our students for success in life. Being on the same page looks like:

- Having shared goals for our kids
- Viewing one another as being a united front
- Doing whatever it takes to support learning inside and outside of school
- Always putting children first in our decision-making.

If we stay on the same page throughout the school year, our partnership should take on the following characteristics:

- Talking about school in the same way to the student
- Assuming the best of one another and reserving judgment
- Displaying mutual respect for one another, especially in front of children
- Responding to texts/phone calls in a timely manner

- Honoring commitments to one another
- Learning from one another
- Problem solving in the face of challenges instead of giving up

FAMILY VOLUNTEERING

At Beacon College Prep, we believe that it takes a village to raise a child, and know that we cannot achieve our goals without your help and your input. We believe that volunteering at our school is a terrific way to offer your help, share your perspective, be informed, and **most importantly, demonstrate to your children through your actions that you value and care about their education.**

We encourage all parents to attend at least 75% of all parent events. We hold parent events for the purposes of acknowledging student accomplishments, informing parents of student progress, teaching parents about the curriculum, and basic fellowship. Your attendance at these events makes it worthwhile to hold them. It reinforces the importance of school for your child, and it helps us build a trusting relationship with one another so that we can work together to support your child. If you cannot attend one of these events, we recommend assisting in one of the following ways instead:

- Making copies or filing
- Classroom helper
- Office helper
- Lunch or breakfast duty
- Tutoring after school
- Teaching an after school club
- Arrival/dismissal helper
- Chaperone field trips
- Read to students/literacy events
- Help organizing and facilitating special events (conferences, family fun nights, etc)
- Plan/assist with fundraising activities
- Assist with ongoing programs (i.e. boxtops)
- Help with delivery of materials
- Baking or providing luncheon items
- Prepare flyers for events
- Recruit students for upcoming school year
- Publicity (photography, press, etc)
- Translating documents

COMMUNICATION

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

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

VISITING CLASSES

Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

COMMUNITY MEETINGS

Throughout the year, Beacon College Prep holds community meetings at the school for families, parents, student and staff. Each family and student is expected to attend all community meetings. During these meetings, our school leadership staff will share academic progress, provide pertinent updates, and provide differentiated professional development classes for parents regarding tutoring at home, discipline at home, nutrition, and advocacy for students. It will also be a critical opportunity for families to network, and for students to see how much their community values their education by participating.

We understand that extenuating circumstances may prevent participation at all community meetings in some instances. We therefore encourage each family make it a priority to attend at least 7 of the 10 scheduled community meetings. We will visit this expectation during the home visits, and strive to hold families accountable to meeting it through our ongoing communications throughout the school year.

PARENT CONFERENCES

Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or School Leader. Parent conference days are scheduled for the end of each Semester. Parents should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

TRANSPORTATION

Transportation is a privilege that families of students attending Beacon College Prep may be able to access. Transporting students to and from school is, however, a costly expense that the school incurs, so we ask all families to do everything in their power to avoid using the bus transportation.

A transportation survey is sent home to each family at the beginning of the year to determine bus routes and pick-up/drop-off locations. If you are in need of transportation, please indicate that preference on your transportation survey, and we will do everything in our power to ensure that we can provide transportation for your child.

BUS PICK-UP OR DROP-OFF CHANGES

If a student's bus pick-up or drop-off changes, it is the responsibility of the parent /guardian to contact the school and complete an updated *Bus Stop Change Form*. Bus pick-up and drop-off locations will not be changed until the *Bus Stop Change Form* is completed. Parents should allow one week for bus stop change request to be processed.

LATE BUSES

If a school bus arrives late to school, students are not marked tardy. Please contact the school if your student's bus is running late, and the office will contact the bus dispatcher.

ADULT PRESENT AT BUS DROP-OFF

For the safety of young students, families are encouraged to have one adult present at the drop-off location of all students in grades K-2. If an adult is not present at the drop-off when the bus arrives, the student will not be allowed off the bus and a parent/guardian will be required to pick the student up from school.

TRANSPORTATION ACCOMMODATIONS

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. The school will accommodate all students in accordance with their documented plan.

DENIAL OF TRANSPORTATION

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the front office of the situation. School administration will then conduct an investigation into the complaint.

School buses and vans will drop students off at the school at 7:40 am and will bring students home starting at 3:00 pm. The buses will drop off and pick up students in front of the school's main entrance doors.

If you have any questions, comments, or concerns, contact the front office.

STUDENT PICK-UP AND DROP OFF

To be completed when we finalize transportation arrangements and enrollment for next year.

SCHOOL FOOD

SCHOOL BREAKFAST & LUNCH

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to eligible students. At the beginning of the school year, each student will be given an application for families to complete. Once the student's application for free or reduced meals has been returned to the school, families will be notified by mail of their eligibility. For students that do not qualify for free or reduced meals, the price for breakfast is \$1.50 and the price for lunch is \$2.40. For students that qualify for reduced price meals, the price for breakfast is \$0.30 and the price for lunch is \$0.40.

Breakfast is served from 7:40 am until 8:00am. Students who arrive after 8:00 am will be served an alternative breakfast to ensure that they are able to get into class and begin instruction promptly. Students may either purchase lunch and milk from the school or bring their own lunches from home. Monthly menus will be sent home in Homework folders.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda and candy are never permitted at school, even in lunches brought from home.

HEALTHY SNACK POLICY

Because we want to ensure that our students are healthy, we have a healthy snack policy. Students have a morning snack and an afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, yogurt, or string cheese). Students do not need to bring a snack from home, but if they do bring a snack from home, it needs to be healthy. Examples of healthy snacks include fruit bar, granola bars, celery, carrots, strawberries, grapes, apples, and 100% fruit, dried fruit snacks. Examples of unhealthy snacks include potato chips, hot cheetos, cookies, fruit roll-ups, and cupcakes, even if the serving is in a 100-calorie pack. Please note that juice boxes are only permitted if they are 100% juice. If a snack is not considered healthy by the classroom teacher, he or she will ask the child to take the snack home and eat one of the school snacks instead.

FOOD ALLERGIES

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

NONDISCRIMINATION

Beacon College Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

ANTI-DISCRIMINATION

An incident of discrimination is defined as unequal treatment of someone because of their protected class. Discrimination is a violation when it results in an adverse action or negatively impacts the terms and conditions of an individual's employment or education, or denies or limits participation in programs, services or activities.

Consultation and Advice

If you have experienced discrimination or harassment, there are a variety of resources available to assist you. Anyone may contact the School's Executive Director and request a consultation. This does not obligate you to file a report; investigations do not begin unless and until a written formal complaint is filed.

Anti-Discrimination Contact

Carlos Gonzalez, Governing Board Liaison

Email: cvgonzalez@beaconpride.org, or call 786-353-6109