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Preuss Graduate Profile

(Schoolwide Learning Outcomes)

1. A KNOWLEDGEABLE CRITICAL THINKER who...



- Meets or exceeds the California State Standards in each subject area
- Asks “Am I CLEAR?” to deepen understanding through a framework of Inquiry, Collaboration, Evidence, Application, Research, and Reflection
- Learns subject matter in order to think as an expert in the discipline (mathematician, scientist, writer, historian, and so on)
- Uses multiple strategies and the application of academic knowledge to solve problems
- Identifies, analyzes, evaluates, and synthesizes information from a variety of sources and learning experiences

2. A COMMUNICATOR who...

- Reads and understands a variety of texts and print materials
- Writes in a logical, coherent, and well-organized manner that acknowledges the audience, purpose, and situation in developing an effective communication style
- Speaks and listens critically and reflectively
- Listens to and is open to all points of view
- Expresses opinions and ideas to broaden understanding for others
- Has an appreciation for and practices biliteracy



3. A COLLABORATOR who...



- Works with others as a team player to establish and accomplish common goals
- Thinks about the value of their own actions and the impact on others
- Networks with other individuals and organizations to achieve goals
- Negotiates, compromises, provides, and accepts constructive criticism
- Manages interpersonal relationships effectively in diverse settings

4. A TECHNOLOGICALLY-LITERATE USER who...

- Uses technology as a tool for learning
- Knows how to use the internet for research and recognize bias
- Demonstrates proficiency using many types of technology
- Applies ethical behavior in their use of technology
- Continues developing and using technology to access, evaluate, and use information from varied electronic sources to fulfill school, college, and career needs



5. A HEALTHY BALANCED PERSON who...

- Makes healthy choices in diet, exercise, and lifestyle
- Has developed coping skills and strategies for effective mental health
- Knows their own strengths and uses reflection, appropriate risk-taking, and critical evaluation to make decisions
- Has inner resources to be mentally, physically, emotionally, and spiritually healthy
- Cultivates originality and nurtures their own artistic and creative self-expression



6. A GLOBAL GOOD CITIZEN who...

- Accepts responsibility for their choices, decisions, and actions
- Knows United States history and practices the rights and privileges of a citizen
- Embraces leadership opportunities, contributing time, energy, and talents to improve the quality of life in the larger community
- Recognizes that all citizens have a responsibility to the environment and all living things
- Integrates and applies knowledge as a life-long learner



Superintendent's Message

Dear Preuss Scholars:

Welcome to the campus of UC San Diego at the Preuss School! It's a new academic year filled with a wealth of opportunities designed to prepare you for your bright future. Our staff and faculty stand ready to receive you throughout our campus! This year you will experience a wealth of community members, all who care deeply about you and your success.

I want to encourage you to live by *The Preuss Way of kindness, respect, and excellence*. Our world needs you to be the example of the change that we need to see.

I'm proud to announce that it starts with you. We are depending on every Preuss scholar to help make our world a better place. We believe that you will use each day to leave a positive legacy by the life that you live. As you start each new day, make it your goal to show kindness to yourself and others, demonstrate respect for all, which includes our campus and our environment. Develop an intentional plan to do everything with excellence. "Excellence says: If it's worth doing, then do it well."

As you enter the school grounds, take note of the special landmarks on campus that are designed with a specific purpose. Prime examples include the *We Are Preuss Scholar Art Installation* that celebrates the inclusion of our beautiful diversity, The Zen Garden and Peace Pole that signifies our desire to spread peace and calm on our campus and in our world, and The Lorax statue which marks our belief that the love of learning through literacy will empower individuals to greatness.

Please be reminded that we take seriously the mission to prepare you for entrance to and graduation from a four-year university through quality teaching, supportive staff, tutors and mentors, a college prep curriculum, access to quality counseling, computer tech resources, a University Prep and Advisory class, job shadows, internships, and support for your overall mental health and wellness. We want you to focus on learning, critical thinking, leadership, creativity, compassion, self-discipline, dismantling world-wide racism, unconditional love for yourself and others. Let's be about the business of changing our world through acts of kindness, advocacy for our most vulnerable populations, and taking the action that creates positive change.

Let's apply our full attention to the year ahead of us and work to make it the best experience possible. We are here to support your lifelong success and help you realize your highest hopes and dreams!

Take care of you, take care of each other, take care of Preuss.

Much Love and Respect,

Dr. Helen V. Griffith

Principal's Message

Dear Preuss Scholars, Families, and Community,

With great pride and excitement, I welcome you to the 2025–2026 school year at The Preuss School UC San Diego. As we enter this academic year, I am filled with renewed optimism about the journey ahead—one that will be defined by growth, community, and a steadfast commitment to equity and excellence.

This marks my sixth year as Principal of The Preuss School. Each year has reaffirmed my belief in the power of education to transform lives, especially for those who are the first in their families to attend college. Our mission remains clear: to prepare our scholars—exceptional young people from low-income backgrounds—for admission to, and success at, the nation's most prestigious colleges and universities.

Our vision is more than a statement; it is a promise. A promise that every scholar who walks through our doors is seen, valued, and empowered. At Preuss, diversity is our reality, equity is our commitment, inclusion is our practice, and belonging is our outcome.

We will continue cultivating a rigorous academic environment grounded in mutual respect, high expectations, and meaningful relationships. Our faculty and staff are dedicated to delivering engaging instruction, providing personalized support, and creating opportunities for every scholar to thrive academically and as a whole person.

This school year, we will deepen our investment in social-emotional learning, college and career readiness, and enrichment opportunities that foster leadership and lifelong curiosity. We will also continue to refine our practices and partnerships to meet the evolving needs of our scholars and families.

To our returning scholars, welcome back. To those who are joining the Preuss family for the first time, welcome home. I encourage you to approach this year with determination, kindness, and courage. Your voice matters, your dreams are valid, and your future is bright.

With gratitude and determination,

Dr. Matthew Steitz

Principal, serving The Preuss School UC San Diego and community

The Preuss School History

The Preuss School began when faculty members from the University of California, San Diego (UC San Diego) began planning for the best way to increase the number of scholars in the university who came from low income, underrepresented groups. Under the leadership of Provost Cecil Lytle, the group approached Chancellor Robert Dynes and requested that a school for scholars in grades 6 through 12 be built and run by the university. Believing that it was a mission of the university to find ways to better prepare scholars, Chancellor Dynes brought the proposal before the faculty senate, who agreed that the university could run a school if they could find the money to build it. The first gift came from Peter and Peggy Preuss, their son Peter, and the Preuss Family Foundation. Thereafter, the school was named in recognition of this \$5 million gift to UC San Diego to help establish a charter school on campus. Peter Preuss, appointed as a Regent of the University of California in 1996, and his wife, have a long history of support for UC San Diego and for K through 12 education. John Moores, The Walton Family Foundation, Douglas Manchester, the Copley family, among others, also contributed to the new building. The Preuss School is fortunate to have had this initial support from members of the San Diego community.

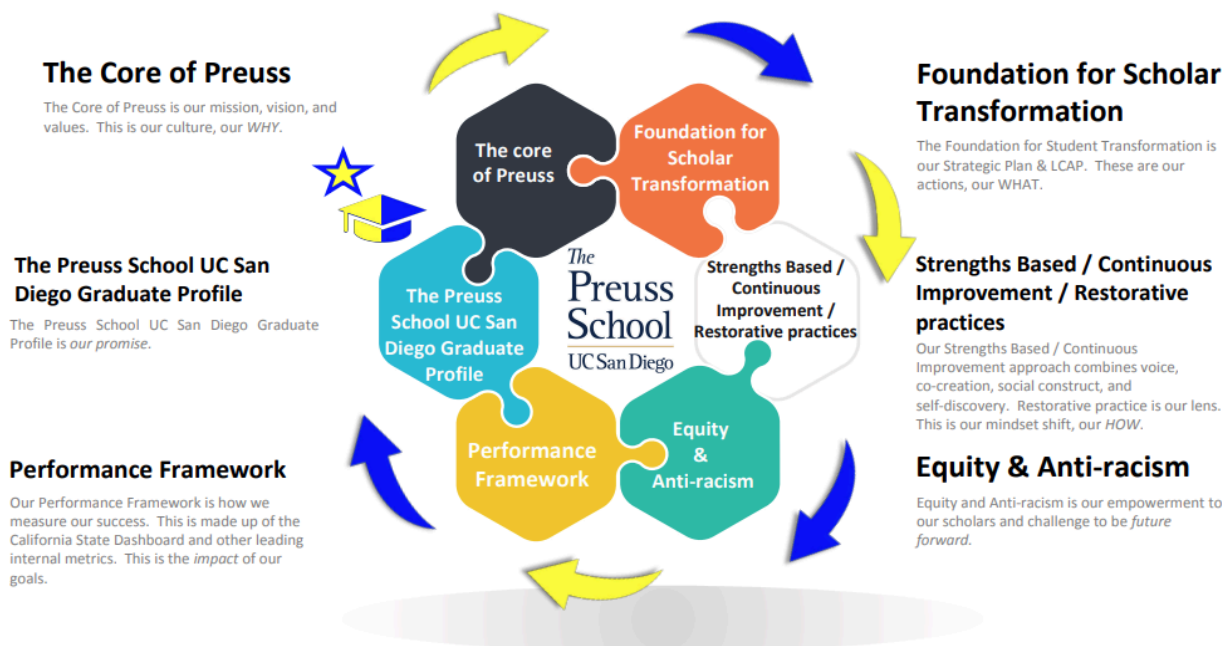
Vision Statement

Our vision is to transform the lives of scholars who are from low-income families and who are traditionally underrepresented in college, with the goal of qualifying them for university admission as the first generation in their families to attend four-year colleges or universities.

Mission Statement

The mission of The Preuss School UC San Diego is to graduate scholars as productive and influential members of a global and multicultural society through developing ethical leadership and an in-depth understanding of all disciplines in preparation for academic excellence at four-year universities in pursuit of lifelong learning and civic leadership.

The Preuss School's SPSA (School Plan for Scholar Achievement) was created during the 2017 WASC visit and reviewed for our latest WASC visitation in Spring 2023. The Preuss Big Picture shows how several parts of the organization will interact to create our success. The SPSA will be incorporated into our strategic plan, F4ST (Foundation for Scholar Transformation). The F4ST is our working strategic plan that feeds into our LCAP (Local Control Accountability Plan).



People to Know

Administration

| | |
|-----------------------|------------------------------|
| Dr. Helen V. Griffith | Superintendent |
| Dr. Matthew Steitz | Principal |
| Danielle Agliam | Vice Principal |
| Kamilah Brown | Vice Principal |
| Jon Host | Chief Administrative Officer |

Scholar Services

| | |
|-------------------|---|
| Allyson Cobbs | School Counselor |
| Erin Patrick | School Counselor |
| Sara Silva | School Counselor |
| Shaoni Bandy | College and Workforce Development Coordinator |
| Yazmin Ghonaim | School Psychologist |
| Wendy Panagos | Family Support Specialist |
| Alyson De La Rosa | Family Support Specialist |

Teachers and Certificated Personnel

| | | | |
|---------------------------|--|------------------------------|---------------------------|
| Laura Ackerman | Biology | | |
| Maria Alcantar-Wiedemeier | Spanish | | Spanish |
| Dr. Leah Anderson | Reading Specialist/Literacy Enrichment | Marc Hua | Mathematics |
| Jesus Arias-Rodriguez | Mathematics | Jiawei Huang | Mathematics |
| Vahid Asgharzadeh-Fozi | Science | Alexa Lomberg | English |
| Maria Barnes | Mathematics | | English |
| Chellyn Boquiren | Social Studies | Tiffany Majors | English |
| Eric Brazelton | Exercise & Health Science | | English |
| Timothy Carr | Social Studies | Tom Meka | Spanish |
| | Learning Specialist | Dennis Monsalud | Music |
| Dr. Jonathan Chittuluru | Science | Karen Nance | Librarian |
| Dr. Phil Ensberg | English | Tamima Noorzay | Fine Arts |
| Indira Esparza | Social Studies | | Science |
| Zoe Fox | Social Studies | | Science |
| Chovy Frohlich | Mathematics | | Learning Specialist |
| Vincent Fulchiron | Exercise & Health Science | Ryan Scott | English |
| Stephanie Garcia | English | Kristal St Jean | Learning Specialist |
| Nathan Garner | Mathematics | | Social Science |
| Maria Gonzalez | Librarian | Leslie Villalobos- Hernandez | Exercise & Health Science |
| Marsha Greco | Social Studies | Dr. David Weber | Mathematics |
| Hannah Griffith | English | | Exercise & Health Science |
| Elda Garcia-Naranjo | Learning Specialist | Viviana Zamora | Spanish |

Classified Personnel

| | | | |
|----------------------------|------------------------------|------------------------|---------------------------------|
| Manolo Altez | Facility Services Supervisor | Louie Lee | Instructional Aide |
| Michael Artinian | Campus Supervision | Maria Veendah Mccunney | Human Resources |
| Diana Crews | Board Liaison | Karen Martinez Montero | Financial Analyst |
| Jose Cevera Jimenez | Lead Custodian | Erin Morgan | Instructional Aide |
| Eliana Calderon | IT Specialist | Vanessa Muños Campos | Volunteer Coordinator |
| Zulamita Cortez | Campus Supervision | Araceli Ortega | Custodian |
| Adriana Economou | School Nurse | Samantha Scott | Instructional Aide |
| Vanessa Gomes | Admissions/Data | Rasean Simpson | Instructional Aide |
| Antonio Guerra | Custodian | Daryl Rysberg | Systems Administrator |
| Maria Reynalda Ibarra | Financial Manager | Patricia Villanueva | Registrar |
| Guadalupe Gonzalez Aguilar | Custodian | | School Operations Administrator |
| Isabella Cayanan | Administrative Assistant | | |

Framework for a Positive School Environment

Self-Discipline, Courtesy, Commitment to Learning, Honesty, Respect, and Appreciation: These are qualities that will create a community at The Preuss School UC San Diego in which all scholars, parents, and staff can achieve their best.

1. All members of The Preuss School UC San Diego community are expected to show RESPECT for themselves, peers, school, and the community at all times.
2. Scholars are expected to show RESPECT and cooperate with all school adults. They should follow any directions given by school adults.
3. Scholars are expected to show RESPECT for people and property. This includes using appropriate language at all times and keeping the campus clean and neat.
4. Scholars are expected to RESPECT the right of others to learn without distraction or disruption.
5. Scholars are expected to be where they are supposed to be at all times.
6. Scholars are expected to be in class on time and prepared to work.

Scholar Expectations and Commitments

1. All people will behave appropriately
2. Behavior is a matter of choice
3. A scholar will accept responsibility for his/her actions
4. All teachers have the right to teach
5. Each scholar has the right to learn
6. No scholar should prevent a teacher from teaching or another scholar from learning

Staff Expectations and Commitments

1. Offer an academically rigorous curriculum based on standards
2. Guide scholars to make appropriate choices
3. Communicate with scholars and parents in a positive manner
4. Formulate and implement classroom rules and consequences
5. Review the assignment calendar on a weekly basis
6. Prepare and distribute a course syllabus

Parent Expectations and Commitments

1. Reinforce your scholar's desire to learn
2. Know, understand, and support the rules your scholar is expected to follow
3. Ensure that your child is at school
4. Provide a quiet place at home for your child to study, read, and complete homework assignments
5. Review homework each night and signing the planner each day
6. Send your child to school with a good night's sleep, in good health, and with a clean *dress code attire*
7. Seek school assistance if you have questions or concerns about your scholar's progress or about our policies

Ability is what you're capable of doing. Motivation determines what you do.

Attitude determines how well you do it.

- Raymond Chandler

Restorative Responses and Preventative Practices

*This policy was adopted and revised from the SDUSD's Restorative Discipline Policy (BP 5144)

School Site Implementation

In order to successfully implement and maintain restorative communities, sites will uphold the following principles:

- Engaging scholars in relevant instruction, with clear agreements about interactions with one another.
- Creating safe spaces throughout the campus and in classrooms for all scholars and using a restorative justice approach after incidents take place that threaten their sense of safety.
- Repairing and restoring relationships between scholars and/or adults after harm has taken place to re-establish safe spaces for all.
- Encouraging all school staff to build positive relationships with scholars and be actively engaged in their scholars' academic lives and learning.
- Increasing awareness of scholar behaviors that are associated with trauma, crisis, disabilities, cultural norms or medical conditions, and understanding the triggers for those behaviors in order to better address the needs of the scholar.
- Promoting high standards of behavior by teaching, modeling, and monitoring behavior.
- Pairing school discipline with meaningful social emotional learning that offers scholars the necessary guidance to learn from their mistakes and positively contribute to their school community.
- Ensuring scholars have a trusted adult "champion" to support them through a restorative suspension or expulsion process that is fair, thorough and involves parents. Champions are side by side with scholars every step of the way and receive training on restorative practices as well as trauma-informed care.
- Promoting safe and respectful use of technology, both on campus and at home

| Office/ Leadership | Office/ Admin | Classroom |
|--|--|--|
| <ul style="list-style-type: none"> ● Alternative-to-suspension Programs ● Anti-bias training ● Community partnerships <ul style="list-style-type: none"> ○ Restorative Justice Partners ● Counseling services ● Culturally responsive practices & implicit bias training ● Mental health supports ● MTSS systems and structures <ul style="list-style-type: none"> ○ Breathing ○ Check in/Checkout ○ Conflict Resolution ○ Coping Skills ○ Group based contingency ○ Problem Solving ○ Role Play ○ Self-Monitoring ○ Social Stories ○ Taking a Break ○ Visual supports ● Restorative justice training <ul style="list-style-type: none"> ○ Affective Statements ○ Community Partners ○ Empathetic Listening ○ Restorative Questions ○ RJP Readings & Excerpts ○ SEL Centered RJP Activities ○ Virtual Community Circles ● Trauma-informed care training ● Wrap around supports | <ul style="list-style-type: none"> ● Active supervision ● Administrators visible and available to scholars and parents ● Review discipline policy at Opening of School and at Back-to-School Night ● Counseling interventions ● Inclusive solution-seeking process ● Parents as partners ● Peer mentors <ul style="list-style-type: none"> ○ Peer Mediation ○ Peer Counselors ● Positive reinforcement system <ul style="list-style-type: none"> ○ Praise/Appreciation ● Relaxation Room or Wellness Center ● School-wide explicit teaching and reinforcement of digital citizenship ● School-wide explicit teaching and review of social emotional learning competencies: <ul style="list-style-type: none"> ○ Assemblies ○ Morning messages ○ Monthly themes ● School-wide PBIS ● Site staff mentors ● Scholar-led climate & culture initiatives ● Therapy ● Trauma-informed care response from educators ● Wellness check | <ul style="list-style-type: none"> ● Grade level/classroom explicit teaching of social emotional learning (SEL) in pursuit of academic achievement: <ul style="list-style-type: none"> ○ Integration of SEL into academics ○ Instruction of SEL competencies integrated with each other ○ Reflective activities ○ Behavior Reflection ○ Past Self Reflection ○ Social Media ● Opportunities for leadership ● Positive reinforcement system <ul style="list-style-type: none"> ○ Praise/Appreciation ○ Positive notes or phone calls to parents/guardians ● Restorative community building: <ul style="list-style-type: none"> ○ Community Circles ○ Empathetic Listening ○ Knowing scholar name ○ Greeting scholars at the door ○ Giving scholars opportunities to share about themselves ○ Goal Setting and reflection ● Scholar-developed social contracts and classroom rules: <ul style="list-style-type: none"> ○ Clearly defined/posted ○ Written in positive language ○ Explicit teaching/review of agreements and/or expectations ○ Visual supports (daily schedules, visual boundaries) ○ Teacher-initiated reminders and redirection ● Wellness check |

The Restorative Response Matrix was developed to assist school administrators and educators and provides general guidance for supportive practices and responses to behavior.

Levels of Support:

- Level 1: A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require immediate Administrative notification. Aeries documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.
- Level 2: A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures (Aeries and/or email) and parent/guardian communication is required to ensure scholars receive the support needed to understand and correct behavior. A Level 2 behavior may result in a class or school suspension.
- Level 3: A Level 3 behavior is one which requires immediate administrative involvement and written documentation in Aeries. Level 3 behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual scholar and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required. A Level 3 behavior may result in a suspension or expulsion.
- Level 4: A Level 4 behavior requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 behaviors involve immediate suspension and a mandatory recommendation for expulsion. Formal documentation and parent/guardian communication are required. A Level 4 behavior is formally known as a Zero Tolerance behavior. A Level 4 behavior may result in an immediate suspension or expulsion.

Scholar Behavior Incidents - Behaviors demonstrated by the scholar that require intervention. These will be logged in Aeries.

Level 1

Restorative Response Matrix

Defining the Behavior - A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require immediate Administrative notification. Aeries documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

| Scholar Behavior Incident | Supportive Practices and Response |
|--|---|
| <ul style="list-style-type: none"> ● Academic dishonesty ● Disruption ● Inappropriate cell phone use ● Inappropriate use of technology ● Lack of understanding of physical boundaries ● Lying ● Minor conflict (verbal, no contact or bodily harm) ● Minor interruptions/distractions ● Misuse of school property or equipment ● Not following classroom agreements/procedures ● Not having classroom materials ● Off task behavior ● Tardiness ● Use of profanity, not directed at individual | <ul style="list-style-type: none"> ● Check in/Checkout ● Correction techniques: <ul style="list-style-type: none"> ○ Prompt ○ Redirect ○ Reteach ○ Provide choice ● Mindfulness strategies/ curriculum ● Peer mentors ● Restorative conferencing ● Role-play ● Seat change ● Scholar and parent/guardian interviews ● Social Stories ● Teaching of self-regulation strategies: <ul style="list-style-type: none"> ○ Breathing ○ Individual reflective time ○ Journaling ○ Peer support ○ Problem solving strategies ○ Speaking to an adult ○ Taking a break ○ Thinking of alternative solutions ● Use of affective statements by educator and/or scholar ● When-then strategies |

Level 2

Restorative Response Matrix

Defining the Behavior - A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures (Aeries and/or email) and parent/guardian communication is required to ensure scholars receive the support needed to understand and correct behavior. A Level 2 behavior may result in a class or school suspension.

The reporting staff member may:

- 1) Request a correction that involves other staff members OR
- 2) Request administrative input on the incident OR
- 3) Notify the administrator

| Scholar Behavior Incident | Supportive Practices and Response |
|--|---|
| <ul style="list-style-type: none"> ● Attempted to cause property damage[^] ● Caused minor injury, except in self-defense[^] ● Caused or attempted to cause damage to school property or private property[^] ● Committed an obscene act or engaged in habitual profanity or vulgarity[^] ● Committed sexual harassment (1st offense)*[^] ● Continued Level 1 behavior[^] ● Engaged in an act of bullying/ cyberbullying (1st offense)[^] ● Habitual disruption ● Habitual inappropriate use of technology ● Harassed, threatened or intimidated peers[^] ● Harassed, intimidated, or threatened pupil or district personnel[^] ● Knowingly received stolen school property or private property[^] ● Possessed or used tobacco, or products containing tobacco or nicotine (1st & 2nd offense)[^] ● Stolen or attempted to steal school or private property[^] ● Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind (1st offense)[^] <p>[^]Requires administrator involvement and a Discipline incident code entered in Aeries *Must be reported to UC San Diego's OPHD</p> | <ul style="list-style-type: none"> ● Any lower-level interventions from Level 1 ● After school counseling or support group ● Classroom suspension - 1 to 2 days <ul style="list-style-type: none"> ○ Administrator-assigned intervention ● Change in schedule/class (when applicable) ● Create a safety plan ● Daily report card on behavior ● Loss of privilege ● Mini-course/training (e.g., conflict resolution, anger management) ● Modification of IEP, if applicable <ul style="list-style-type: none"> ○ Create a behavior intervention plan (BIP) ● No contact agreement ● Parent/guardian outreach ● Participation in mentoring program ● Peer mediation ● Referral to after-school program ● Referral to community-based services ● Referral to school-based health/mental health clinics ● Referral to support staff (e.g. counselor, psychologist, nurse) ● Saturday Enrichment Academy ● Self-charting of behaviors ● Short-term behavioral progress reports ● Social skills training ● Scholar/teacher/parent or guardian conference ● Substance-use intervention group or module ● Teacher/scholar Conference ● Written apology |

Level 3

Restorative Response Matrix

Defining the Behavior - A Level 3 Behavior is one which requires immediate administrative involvement and incident log in Aeries. Level 3 Behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual scholar and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required. A Level 3 behavior may result in a suspension or expulsion.

| Scholar Behavior Incident | Supportive Practices and Response |
|--|--|
| <ul style="list-style-type: none"> ● Aids or abets infliction or attempted infliction of physical injury ● Assault/battery on a school employee[^] ● Caused, attempted to cause, threatened or participated in an act of, hate violence ● Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense (non-deadly force) ● Caused major property damage ● Committed or attempted to commit robbery or extortion[^] ● Committed sexual harassment (2nd or continuing offense)* ● Continued Level 2 behavior[^] ● Engaged in, or attempted to engage in, hazing ● Engaged in an act of bullying/ cyberbullying (2nd+ offense)[^] ● Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding ● Made terroristic threats against school officials or school property, or both ● Possessed/sold/furnished a knife/dangerous object [^] ● Possessed an imitation firearm ● Possessed or used tobacco, or products containing tobacco or nicotine (3rd offense) ● Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind ● Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it ● Unlawfully possessed or unlawfully offered, vapes, arranged, or negotiated to sell drug paraphernalia ● Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma ● Willfully caused serious injury, except in cases of demonstrated self-defense (no-lethal force) | <ul style="list-style-type: none"> ● Any lower-level interventions from Level 1 or 2 ● Community service ● Functional behavioral assessment, if applicable ● Implementation of restorative conferencing with scholar champion ● In-school counseling ● Increase access to mentor ● Re-entry practices ● Substance-use intervention group <p>When Level 3 behaviors occur and alternative-to-suspension programs or other lower level interventions have been utilized, an out-of-school suspension can be assigned:</p> <ul style="list-style-type: none"> ● Out-of-School Suspension—1 to 5 days <p>[^]Indicted Level 3 behaviors can be recommended for Expulsion and MAY be reported to UCSD Police</p> <p>*Must be reported to UC San Diego’s OPHD</p> |

Level 4 Restorative Response Matrix

Defining the Behavior - A Level 4 Behavior is one which requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 Behaviors require a mandatory recommendation for expulsion. Formal documentation in Aeries and parent/guardian communication is required. A staff member observing or being informed of a level 4 incident will notify administration immediately to start a process that compiles all interventions provided to the scholar and initiates investigation. A Level 4 behavior may result in an immediate suspension or expulsion.

| Scholar Behavior Incident | Supportive Practices and Response |
|--|--|
| <ul style="list-style-type: none"> ● Committed or attempted to commit a sexual assault*^ ● Continued Level 3 behavior ● Possessed/sold/furnished a firearm^ ● Possessed/sold/furnished an explosive^ ● Brandished a knife to another person^ ● Unlawful possession or sale of a controlled substance^ <p>*Should also be reported to San Diego’s OPHD ^ MUST be reported to UC San Diego Police</p> | <ul style="list-style-type: none"> ● Conference with scholar, parent and administrator to explain options for scholar ● Intervention program ● Outside counseling and services ● Recommendation to alternative educational placement ● Referral to UCSD Police supports <p>When scholars have been provided with information on the expulsion process, supports available, and information on alternative instructional options, the following shall take place:</p> <ul style="list-style-type: none"> ○ Mandatory 5-day suspension and ○ Recommendation for expulsion |

Scholar POLICY AND PROCEDURE INFORMATION

Academic Honesty Policy

The faculty and staff of The Preuss School UC San Diego agree that honesty and integrity are values which lie at the core of the educational process. Honesty is an essential component in creating a challenging classroom atmosphere for scholars, in maintaining community trust, and in preserving the dynamics of scholar-teacher interaction. The acts of academic dishonesty as outlined below are of major concern to The Preuss School UC San Diego. In all cases, academic grades and effort grades will be affected and a suspension from school is a possibility. Repeated violations may result in serious disciplinary consequences from The Preuss School UC San Diego. These acts will be dealt with as explained below.

All scholars will have due process, in which scholars may present supportive evidence against a claim of violation of the Academic Honesty Policy, in a supportive environment of third parties that may include any or all of the following individuals: Principal, Vice Principal, counselor, teacher, or other staff member(s), in the handling of the infractions.

Violations of the Academic Honor Code include, but not limited to, the following:

1. Cheating on tests

Any intentional giving/discussing/using of external assistance relating to an examination, test or quiz, without express permission of the teacher.

Penalty: A scholar who is guilty of dishonesty on an examination, test or quiz will receive a zero on that examination, test or quiz. That zero may not be dropped from the record and will be averaged into the scholar's grade. The scholar will receive a referral to the counselor or Vice Principal. Parents will be notified. A lowering of the citizenship grade to a U is at the discretion of the teacher.

2. Fabrication

Any intentional falsification or invention of data, citation, or other authority in an academic exercise.

Penalty: If a scholar is found guilty of falsification of data or authority, or invention, the scholar will receive a zero on that assignment. That zero grade may not be dropped and will be averaged into that scholar's grade for that grading period. The citizenship grade for that grading period may be lowered at the discretion of the teacher.

3. Unauthorized Collaboration:

Intentional collaboration on an assignment between a scholar and another person is not permitted unless the teacher specified collaboration is permitted.

Penalty: If scholars are guilty of collaboration that has not been authorized by the teacher, all of the scholars involved will be subjected to lowered academic and citizenship grades for that grading period.

4. Plagiarism:

Any intentional use of another's ideas, words, or works as one's own, or the use of any unauthorized technology (such as AI language processing tools) to produce an assignment. Plagiarism includes the misuse of published/copyrighted material whether written or visual and/or the work of other scholars. Representing writing that is completed using AI writing apps, such as Grammarly or ChatGPT, to assist with one's writing is also considered plagiarism unless done with the prior approval of the teacher (such as to study writing style).

Penalty: Any scholar guilty of plagiarism will receive a zero grade on the assignment. That zero will be averaged with the other course assignment grade and may not be dropped. Parents may be notified. The citizenship grade for that grading period may also be lowered at the discretion of the teacher. On repeat offenses, the scholar will receive a referral to the counselor or Vice Principal. Parents will be notified. A lowering of the citizenship grade to a U is at the discretion of the teacher.

5. Pattern of test or major project avoidance

A pattern of absences on test days or major project due dates for the apparent advantage of performing better on the make-up test or for gaining extra working/studying time.

Penalty: If a scholar develops a pattern of test avoidance, the parents will be notified. At the teacher's discretion, any further absences may result in a forfeit of make-up opportunities

Policy on the Misuse of Artificial Intelligence (AI) in Scholar Assignments

Purpose

This policy outlines expectations and consequences regarding the use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Grammarly, Quillbot) in scholar work, particularly when assignments explicitly prohibit such use. The purpose is to maintain academic integrity and ensure scholars develop authentic skills essential for college and career readiness.

Policy Statement

The unauthorized use of AI tools to generate, edit, or complete assignments where independent work is expected or AI use is expressly prohibited will be considered a violation of the Preuss School Academic Honesty Policy. This includes, but is not limited to, the use of AI to:

- Draft essays or responses when personal reflection or voice is expected.
- Generate research papers or project components in part or whole.
- Translate or rephrase content unless specifically allowed.
- Bypass original analysis, critical thinking, or writing expectations.

Rationale

AI-generated content often strips away individual voice and identity. Research has shown that such content can reinforce bias and fail to reflect the authentic experiences of scholars. College admissions representatives from institutions like Georgia Tech and WashU have noted that AI-generated application materials can be “trite,” “predictable,” and even diminish an applicant’s chances of admission due to a lack of personal insight or authenticity.

Consequences

Violations of this policy will be treated as **Level 1 or Level 2 Academic Honesty Violations**, depending on severity and recurrence. Consequences may include:

- Receiving a zero on the assignment, which may not be dropped from the final grade.
- Parent/guardian notification.
- Referral to counseling or administrative staff.
- Suspension for repeated or egregious violations.
- Notation in academic records, affecting eligibility for senior activities or recommendation letters.

In the Senior Research Course or Capstone assignments, misuse of AI will result in disciplinary review and possible removal from course credit eligibility, in accordance with the *Senior Research Contract*.

Reporting and Appeals

Scholars have the right to due process and may present evidence in their defense during an Academic Honesty Review, in the presence of a counselor, administrator, or other designated school official.

Assembly Behavior

Quietly enter the Walton Center or the amphitheater and be seated according to the seating chart. Sit quietly and listen to the presentation. Applaud at the appropriate times. Booming, hissing, whistling, or making other noises is inappropriate. Wait to leave the Walton Center until your class has been dismissed. Teachers will need to sit/stand with their scholars for the entire presentation

Attendance Policy/Procedures

It is important that parents and scholars understand the following State and school guidelines. Regular and consistent attendance is a primary requirement for academic achievement and success at The Preuss School UC San Diego. Scholars learn best when they are in school; parents can be of great assistance monitoring their scholars' attendance. Be advised that parents must call the school office before 10:00 a.m. or send in a note to clear an absence. (CA Education Code Section 48349 (a)). Any absence not verified by a parent/guardian within 72 hours will be marked as unexcused. Unexcused absences will subject the scholar to disciplinary measures. A flagrant number of absences may result in the scholar being removed from The Preuss School UC San Diego. Changes of address, telephone number, or emergency contacts should be reported to the **Attendance Office (858-822-0311)**.

Excused Absences: Absences or tardies are considered excused only for the following reasons: Illness such as vomiting, high fever or contagious disease. Medical/Dental appointments (time excused will only be for a reasonable time to attend appointment, please, try to schedule medical appointments before or after school hours to avoid lost instructional time). Court appearances require a scholar's presence. Attending the funeral of an immediate family member (parent, grandparent, sibling, or family member residing in the home). Religious Observance. School related and approved activities. Family emergencies that cannot be handled in some other manner.

Scholars who are absent from school may not participate in after-school activities on that day. This includes all extracurricular activities (sports, clubs, choir, etc.). Scholars who are absent on Friday may not participate in activities on Friday and the weekend. Scholars who have attained the age of eighteen (18) years are not permitted to sign their own excuse for absence.

Unexcused absences: An unexcused absence or tardy is recorded for reasons other than those listed above. The following are examples of unexcused absences: going out of town, vacations, extended trips, traffic, and family celebrations. Families should plan vacations and trips when school is not in session. Excessive unexcused absences will lead to the loss of extracurricular activities. Students that work are not permitted to miss school in order to fulfill their job duties, and may lose their work permits if that is found to be the case. Excessive unexcused absences for seniors will lead to the loss of Seniors Activities (Grad Night, Prom, Senior Dinner, and Graduation). **A scholar will be considered truant if they have 3 or more unexcused absences and the consequences for truancy will be incurred.**

Short-term Independent Contract: Scholars who will be absent for 5 days or more due to unavoidable reasons should request an Independent Study Contract from the attendance office at least **21 weeks prior** to the absence. All assignments provided by the teacher must be completed by the date of return to school for class credit or the absences will be unexcused. Requests to accommodate a temporary absence are made on an individual basis. Contracts will not be issued for vacations or non-school related activities.

Excessive Absences/Truancy: Excessive absences due to illness may require a doctor's note in order to be excused. Should a child's excused absences exceed 10% of school days in a semester without a doctor's note, absences will be recorded unexcused and Truancy Policy may be applied.

Truancies are defined as follows: Absences by a scholar from school without a valid excuse (3 full days in a school year, or tardies or absence without a valid excuse in excess of 30 minutes on each of three occasions in one school year (Education Code Section 48260). Absences will remain part of the scholar's records. The parent/ guardian must provide reasons for absences even if they are considered unexcused.

Tardiness: Punctuality is important. The parent/Guardian must notify school if a scholar is late and a note should be provided. Habitual tardiness may result in lunch detention, assignment to Saturday School, and the loss of the privilege to participate in extracurricular activities.

Early Dismissal: Parents and guardians are asked to schedule all appointments outside the school day when possible. When not possible, a scholar can be dismissed from school before the end of the school day. **24 hour written notice is required from the parents/guardians. The notice must be sent to PreussAttendance@preuss.ucsd.edu.** Email accounts are verified against school records.

A scholar may leave campus for a doctor/dentist appointment (must provide a doctor's note upon returning the school the following day), court appointment (must provide a related court document), or emergency circumstances (must provide a parent note the following day). Any other reason for early dismissal will result in an unexcused absence.

The school nurse can release a scholar following communication with a parent via a verified phone number or email.

Emergency circumstances will be adjudicated by the Principal.

A valid picture identification is required to pick up a scholar. Scholars can only be released to the person authorized by the parent/guardian and listed as emergency contact on our school records. Siblings over 18 years of age may be listed under the emergency contact section of the registration card. Parents/Legal Guardian must inform the school that the older sibling will be picking up the scholar in advance of pickup. If the parent/legal guardian does not inform the school that the older scholar will be picking up the scholar, then the scholar will not be released.

Teachers are to hold scholars until the office sends a pass for the release of the scholar.

Scholar Absence Procedure

1st Unexcused Absence: Attendance Office notifies parent of absence by phone. If there is no answer, attendance office personnel send a pass for the scholar.

1st Truancy (3 Unexcused Absences):

- **Attendance Office** notifies parent/of absences by phone. If no answer, attendance office personnel sends absence verification with scholar.
- **Vice Principal** sends the first letter home to parent.
- **SART team** arranges a meeting with the **scholar** to explore barriers and create an intervention plan that all parties sign.

2nd Truancy (6 Unexcused Absences):

- **Attendance Office** notifies parent of absences by phone. If no answer, attendance office personnel sends absence verification with scholar.
- **Vice Principal** sends a second letter home to parent.
- **SART team** arranges a meeting with the **scholar and parent** to explore barriers and create an intervention plan with the family that all parties sign.

3rd Truancy (9 Unexcused Absences):

- **Attendance Office** notifies parent of absences by phone. If no answer, attendance office personnel sends absence verification with scholar.
- **Vice Principal** sends a second letter home to parent.
- **SART team** arranges a meeting with the **scholar and parent and Advisory teacher** to explore barriers and create an intervention plan that all parties will sign.

4th Truancy (12 Unexcused Absences):

- **Attendance Office** notifies parent of absences by phone. If no answer, attendance office personnel sends absence verification with scholar.
- **Vice Principal** sends **third** letter home to parent.
- **SART team** arranges a meeting with the **scholar and parent, Advisory teacher and Vice Principal** to explore barriers and create an intervention plan that all parties will sign.

5th Truancy (15 Unexcused Absences):

- **Attendance Office** notifies parent of absences by phone. If no answer, attendance office personnel sends absence verification with scholar.
- **Vice Principal** sends a **copy of the signed third letter home and intervention plan** home to parent **with warning of further violation will result in SARB (School Attendance Review Board) meeting.**

6th Truancy (18 Unexcused Absences):

- Vice Principal sends notification home of case being referred to SARB.
- SARB panel is arranged and hearing is held.
- Scholar may be recommended to enroll in home/ district school site.

Truancy Policy

The Preuss School UC San Diego has taken a firm position on attendance and truancy. It is our belief that "the purpose of all scholars attending school is to receive an education, and that the responsibility of every scholar is to attend school regularly and on time." It is necessary for scholars to attend school everyday in order to graduate and go on to college.

Habitual tardiness or truanancies may result in detention, assignment to Saturday School, the loss of the privilege to participate in extracurricular activities. Each truancy will result in the assignment of a Saturday School.

Parents of scholars must clear all absences. Scholars who have not cleared their full day absence within 72 hours or their period absence within 24 hours will be considered truant (CA Education Code Section 48260(a)). If the parent does not clear the absence, an attendance print out will be sent to the advisory teacher for the scholar to clear.

The following are considered truanancies:

- Being absent from school without the knowledge and consent of the parent.
- Leaving the school grounds during the school day without permission.
- Staying out of class without permission.
- Not reporting to class within three minutes of obtaining a pass from the office.
- Three unexcused absences
 - Arriving thirty (30) or more minutes late for class without a valid pass from the office. A period truancy will be recorded, if not cleared (CA Education Code Section 48260.5)

Tardy Policy

The following tardy policy applies to each semester:

First Tardy

- Teacher/ scholar conference

Second Tardy

- Teacher/ scholar conference
- Teacher discipline (scholar completes written reflection)

Third Tardy

- Teacher/ scholar conference
- Teacher discipline
- Teacher makes parent contact
- Lower citizenship grade

Fourth Tardy

- Referral to Vice Principal
- Vice Principal assigns lunch detention
- Vice Principal make parent contact
- Lower citizenship grade

Fifth Tardy (and each additional tardy)

- Referral to Vice Principal
- Vice Principal assigns Saturday School (SEA)
- Vice Principal schedules parent conference
- Citizenship grade lowered to a U

Body Sprays/Colognes

Colognes, perfume, scented lotions, and sprays and other aerosols may not be used at school. Any type of aerosol spray is a health and safety issue. Any body spray, cologne or perfume brought on to campus will be confiscated.

Breakfast and Lunch

Breakfast and lunch will be served in the cafeteria and scholars will eat in designated areas on campus. Scholars must remain in the designated areas until the end of lunch. Special activities, such as ASB, clubs, and sports, may take place during lunch allowing scholars to meet in selected areas. Below are a few rules that will make our mealtime enjoyable for everyone.

- Always walk to and from the cafeteria
- Scholars must stay in class when it is not their designated lunch period
- Form a single line for each window serving food
- Demonstrate respectful behaviors to others and our campus at all meal times
- Clean up after yourself by throwing away all of your trash
- Scholars will eat meals seated at a table or bench
- Scholars must not take their food to the basketball/four square courts
- Scholars should not be upstairs during breakfast and lunchtime

Complaint Process (Preuss School)

1. Persons entitled to avail themselves of this process are scholars, parents, and other persons directly affected by the operation and administration of The Preuss School.
2. Complaints relating to the administration and operation of the school must be submitted in writing within a reasonable time to the Principal for resolution.
3. The Principal shall consider all the facts and arrive at a resolution of the complaint.
4. If the complainant is dissatisfied with the principal's decision, then the complainant may petition the Board of Directors in writing. The Board's Executive Committee shall make a determination about how best to resolve the matter.
5. If the complainant is not satisfied with the Appeals Committee's resolution, the complainant may appeal in writing to the Board Chair. The Chair's decision is final.

Dress Code

The Preuss School UC San Diego has a dress code to establish a professional appearance and avoid disruptions in the school environment. The dress code also establishes a sense of community and team spirit. Each scholar is provided a Preuss polo upon enrollment. No pupil shall be penalized academically or otherwise discriminated against or denied attendance to school if the pupil's parents choose not to have the pupil comply with the school dress code policy. An opt-out form is available in the front office. **All components of your chosen attire should comply with the school colors (MS-navy, maroon, khaki- HS-light blue, gray, khaki) and be in line with our school's mission.**

| Grade Level | Tops | Bottoms | Footwear | Outerwear/Outer Garments |
|----------------------|--|--|---|--|
| Middle School | Maroon or Navy <ul style="list-style-type: none"> • polo <i>with Preuss embroidery</i> | Khaki or Navy <ul style="list-style-type: none"> • slacks • shorts • skirts (plaid ok) NO sweatpants, jeans or leggings | Shoes must be <ul style="list-style-type: none"> • closed-toed • closed-heel NO Crocs, slippers or slides | Navy or Maroon jackets, coats, sweaters, sweatshirts, etc. must be <ul style="list-style-type: none"> • <i>with Preuss embroidery</i> • <i>with Preuss emblem</i> |
| High School | White or Light-Blue <ul style="list-style-type: none"> • polo • collared button-up shirt (long or short sleeve) <i>with Preuss embroidery</i> | Khaki or Gray <ul style="list-style-type: none"> • slacks • shorts • skirts (plaid ok) NO sweatpants, jeans or leggings | Shoes must be <ul style="list-style-type: none"> • closed toed • closed heel NO Crocs, slippers or slides | Navy or Maroon jackets, coats, sweaters, sweatshirts, etc. must be <ul style="list-style-type: none"> • <i>with Preuss embroidery</i> • <i>with Preuss emblem</i> |

Fridays: Scholars may choose to wear approved Preuss organization T-Shirts or UCSD attire.

Headwear (including hoods): Should be worn for religious or weather-related needs. Hoods should **not** be worn indoors

Outerwear: A polo or button-up collared shirt **MUST** be worn underneath any outwear (i.e., jacket, sweater, vest, sweatshirt)

*** If a family cannot afford a uniform, please contact the front office.***

**** All dress code concerns will be recorded and shared with parents, administration, and teachers ****

Elevator

Scholars may only use the elevator when accompanied by an adult, or with written permission of the nurse.

Electronic Devices and Cell Phones

The Preuss School recommendation regarding scholar possession and use of cellular telephones and other electronic signaling devices is as follows:

- Middle school scholars are not permitted to use phones or ear buds on campus.
- If asked upon entering the campus or classroom, students must surrender phones to be stored in a secure location.

Cameras should not be brought to school. In addition, it is prohibited to use video and camera features of other devices such as cell phones, at school without the permission of faculty, staff or administration.

These devices must be kept out of sight and turned off during the instructional program. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Additionally, theft may result. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Parents must come to the school to retrieve confiscated items. Repeated unauthorized use of such devices may lead to disciplinary action.

**** THE PREUSS SCHOOL UC SAN DIEGO IS NOT RESPONSIBLE FOR DAMAGE, LOSS OR THEFT OF ANY NON-SCHOOL ISSUED ELECTRONIC DEVICE BROUGHT TO CAMPUS****

Health Office

If you feel ill or are injured, obtain a pass from your teacher and go to the health office. Scholars will not be admitted to the health office without a pass, with the exception of emergencies. If a scholar feels ill and wants to go home, they must come to the health office first **before using their cell phone to call a parent**. An emergency contact number must be given for each scholar. For scholars who need to be on long-term medicine at school, there is a physician's authorization that needs to be picked up from the nurse and taken to the physician for signature. All medication brought to school must have a label with the scholar's name, exact dosage, directions and parent permission with signature authorization. All scholars with asthma must have an Asthma Action Plan on file and medications available at school. Short-term medications also require a doctor's written authorization. Over-the-counter medications (Acetaminophen and Ibuprofen) are available at the school, and require parent permission (see consent form). Acetaminophen and Ibuprofen can only be given as indicated by the over-seeing physician's orders. Current orders are as needed for insect bites and injuries. If a scholar requires over the counter medications for other reasons, a physician's authorization form is required. You are welcome to call with any questions or concerns you may have.

Regarding the COVID-19 pandemic, Preuss School follows guidance from UC San Diego and the California Department of Public Health guidance for K-12 schools. Updates can be found on Parent Square, Preuss School website, and UC San Diego Return to Learn Website.

Homework Policy

The Preuss School believes that homework is an essential component of the learning process. Scholars are instructed to complete different kinds of homework assignments for *skills* practice; to *reinforce* skills, concepts, or ideas presented in the class; to *extend* scholars' understanding of skills, concepts, or studied in the subject; for scholars to *apply* knowledge or information; or tap scholars' *prior knowledge* about a topic, generally as preparation for a new idea or concept that will be introduced in class. The Preuss School scholars are required to maintain a daily homework log in their Preuss Planner, which will be provided for the school year. Classroom teachers will monitor the scholar's homework log on a regular basis. Parents are expected to review the scholar's homework log to ensure the scholar is given support at home. Parents are encouraged to set aside a consistent time and place at home for scholars to complete their homework assignments each day. Replacement planners, if available, may be purchased at a cost of approximately \$5.00. Parents and scholars should take time to familiarize themselves with each individual teacher's homework policy.

Absences

In the event of an excused absence, scholars will have one day for each day missed to complete the assigned work. Long term projects, homework assigned in advance, or missed tests are due the day the scholar returns to school.

ID Cards

Your ID card is your school ID as well as a means for you to check out books from the library. Information such as your bus letter may appear on your ID card, so you must be prepared to show it upon request. When you get your ID card, be sure that it has the correct information. You must carry your ID card with you at school. You will need your school ID card to take college entrance tests such as the SAT in 11th and 12th grade. Should you lose or misplace your school ID, contact the front office for a replacement. Replacement ID cards cost \$5.00.

Library Policies

Scholar Use of the Library

- Copley Library Hours of Operation: Monday-Thursday 8:00 am-4:00 pm
- Scholars are allowed in the library before school, lunch or at the request of a teacher. Scholars must be working on an assignment or reading while in the library. Cellphones are collected while working in the library. Any disruptive behavior will not be tolerated and the scholar will be promptly asked to leave. No food or drinks are allowed in Copley Library.

Library Book Check out

- Scholars in good standing may have the privilege of checking out up to three library books at a time. The length of checkout time is two weeks.

- Scholars with fines totaling five dollars or more or possessing any lost textbook debt will be allowed to check-out only one library book and will not be allowed to participate in any school site sponsored extracurricular activities (including athletics). Reinstatement for those privileges will occur only at such time that the fine or debt total has been reconciled or a payment plan has been established.

Library Renewal/Holds

- Scholars may renew any book if necessary. However, if the book is on hold the scholar will only be allowed one renewal before it is loaned to the patron requesting a hold.
- Scholars may request books to be put on hold. Once the book has arrived it will remain on hold for a period of one week and an email is sent notifying the scholar the hold is ready.

Late/Lost Library Books

- Fines notices are distributed monthly via @preuss.ucsd.edu email.
- Late library books will be charged \$.05 fine per day up to a maximum of \$5.00 total. Returning the book late does not erase the fine. The scholar is still responsible for the fine. Scholars may choose to pay for lost library books at the purchase price or replace by purchasing the exact copy, using the library ISBN from Amazon or other online book vendors. The condition must be new to like new condition.

Textbook Check out

- All scholars will check out textbooks through their classes. Scholars are required to properly cover all hardcover textbooks (paper grocery bags work best, DO NOT use store bought nylon). Textbooks are not to be loaned to anyone or to be left in classrooms. The scholar is responsible for their textbooks even if it disappears from a classroom or a friend misplaces it. Scholars must report any damage to the librarians at the beginning of the school year or they may be held responsible at the end of the school year.

Technology Check out

- All scholars will be issued a computer, power adapter and can check out a hotspot if needed. Scholars are responsible for the care and maintenance of all devices. A minimum fine of \$5.00 will be charged for damage to devices or missing barcodes. All scholars and guardians sign an agreement with specifics on care and maintenance.

Late/Lost Textbooks

- Returning textbooks late will not incur a fine. However, late textbooks can keep scholars from participating in athletics and school sponsored extracurricular activities. Scholars may choose to pay for the textbook at the stated purchase price or replace by purchasing the exact text, using the library ISBN, from Amazon or other online book vendors. If replaced from an online source, the textbook must be in 'very good' to 'like new' condition.

Damaged Materials (library, textbook, technology)

- Scholars will be charged a minimum of \$5.00 for damage that is beyond normal wear and tear or missing barcode. Scholars must report any damage to IT or be held accountable for the damage. Broken screens or damaged keyboard = \$90.00. Missing keys = \$5.00 a key. Damaged/lost power adapters starting at \$33.00. Lost devices = the cost of the device. Prices may vary depending on market value.

Requirements for 8th grade Celebration of Learning and 12th grade Graduation

- Scholars must turn in all materials and pay all fines in order to participate in all ceremonies. 12th grade scholars will not receive their cap and gown until their account is cleared.

Any scholar may opt to volunteer in the library to clear their account.

Any questions? Please contact Karen Nance or Maria Gonzalez at 858.822.2155 or kgnance@ucsd.edu or mgg001@ucsd.edu

Non-School Items

Non-school items should not be brought to school. These items can be distracting and may be lost or stolen. Non-school items will be confiscated and only returned to parents.

The following items are considered Non- School items:

Flowers, Bouquets and Balloons

Flowers, bouquets and balloons are not permitted on campus during instructional periods.

Food

Scholars are not allowed to bring food to school for celebrations (cakes, cookies, etc.). Food is not allowed in the classrooms and will be confiscated. Candy and other "junk" food do not provide the adequate nutrition for success at school, and scholars should not bring them to school. Scholars are not allowed to order pizza or other foods from restaurants off campus and have them delivered by any method. Scholars are not allowed to sell food or other merchandise that is not part of a school-approved fundraiser.

Gifts

Please do not give gifts, presents, etc., to staff members. School policy and procedure states that school employees may not receive gifts, presents, or articles of value from scholars or classes.

Gum

Scholars will not chew gum anywhere on campus.

Permanent Markers

Permanent markers may not be brought to school. They will be confiscated.

Sports Equipment

Personal sports equipment should not be brought on campus unless the scholar is in the block 4 or 8 Athletics block. The school will provide sports equipment to the scholars during lunch time and upon request.

Online Etiquette

As a scholar and digital citizen, I understand the importance of developing and practicing good online etiquette. In knowing this, I agree to:

1. Be responsible by adhering to the following:
 - a. Following school dress code for all zoom meetings
 - b. Use my full (first and last) name when attending zoom meetings
 - c. Sit up / stand when attending class
 - d. Minimize distractions to the best of my ability
 - e. Turn my camera on for zoom meetings
 - f. Do my best to complete my distance learning schoolwork and assignments.
 - g. Take care of my device by:
 - i. not dropping or tossing it.
 - ii. putting it down on a clean, flat surface.
 - iii. not eating or drinking when I use it.
 - h. Notify the technology department (preuss-it@ucsd.edu) and teachers if my device is broken, stolen, or lost.
2. Stay safe, by:
 - a. Not share my school account passwords with anyone other than my teacher and parent or caregiver.
 - b. Not create accounts or share private information without my family's permission. (This includes my full name, date of birth, address, phone number, and photos or videos of myself.)
 - c. Tell my teacher or an adult I trust if anything makes me feel uncomfortable online, or if anyone acts inappropriately toward me.
3. Think first, by:
 - a. Remember that teachers and administrators can see whatever I say and do on a school-issued device during video meetings, in emails and chats, and on shared documents.
 - b. Not post anything online that I wouldn't want my family, teachers, college admissions officers, or future employers to see because posts and comments can be saved and shared without my knowledge.
 - c. Investigate whether a source is credible because not all information online is true.
 - d. Give proper credit whenever I use, reference, or share someone else's creative work online.
4. Speak up, by:
 - a. Communicate with my teacher if I'm confused about or need help with anything, if I'm having trouble managing my workload, or if I can't access something I need for class.
 - b. Be a good friend to my classmates by not bullying, humiliating, or upsetting anyone online, and also by speaking up or asking for help if I see someone being treated poorly.
5. Stay Balanced, by:
 - a. Have a schedule for distance learning so I can avoid multitasking while I'm focusing on schoolwork.
 - b. Help my family come up with a reasonable media plan and follow it.
 - c. Include time in my day for doing activities that don't involve electronic devices, eating healthy food, and getting some exercise.
 - d. "Pause for people" by looking up and paying attention if someone wants to talk to me when I'm on my device.

Physical and Health Education

Our Exercise and Health Sciences (EHS) curriculum includes a variety of activities focused on meeting the requirements of the California State Physical Education Standards. The EHS program at The Preuss School UC San Diego consists of Health-related and Physical Skill-related fitness. Our program prepares scholars to meet the physical demands of daily life, to use activity for preventive health benefits for a lifetime, and to enjoy physical activity during leisure time.

The following information provides general guidelines for our physical education program. More specific information will be included in the course syllabus, available from each physical education teacher.

Exercise and Health Science Dress Code

The Preuss School UC San Diego Exercise and Health Sciences Department requires a dress code for the school year. Each scholar must be prepared with the following in their locker: Preuss EHS T-shirt, shorts, athletic socks, athletic shoes, one combination lock (supplied by the school), and one towel (optional). Optional clothing for cooler days: Preuss sweatshirt and/or sweatpants. All items must be labeled with the scholar's last name using permanent ink. In order to maintain the quality of our program, scholars are reminded that EHS shorts are to be worn at the waist. Undergarments should not be visible through or outside of the EHS dress code. If the cost of purchasing a dress code presents a problem or financial burden, please contact your Physical Education Teacher at the school.

- **Medical Excuses:** A parent's note to the EHS teacher excusing a scholar from EHS activities is limited to medical care. The note is required from a doctor and will be filed with the school nurse.
- **Locker Room:** Food or drinks may not be consumed in the physical education area or inside the locker rooms. In order to ensure security, all personal belongings should be labeled or identified with the scholar's last name.
- **Athletics:** The following sports are offered at Preuss: Cross Country, Volleyball, Basketball, Soccer, Lacrosse, Cheer, ESports, Track and Field and beach volleyball. All athletes wishing to participate in our after-school sports programs must obtain a physical from their own personal physician or community health clinic. See the Athletics Director for more information.

Public Display of Affection

Inappropriate and intimate displays of affection are not acceptable at The Preuss School UC San Diego. This includes, but is not limited to kissing, holding hands/arms, and intimate hugging. Scholars are expected to exercise good judgment and restraint while on campus or riding the trolley to and from school. The Preuss School is a learning environment and public displays of affection will not be tolerated.

Religious Accommodations

The Preuss School UC San Diego does not affiliate with, endorse or aid in any religious sect, church, creed, or sectarian purpose. However, The Preuss School UC San Diego has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools. scholars may exercise their right to prayer. If a scholar would like to request religious accommodations, please contact the Vice Principal.

Report Cards and Progress Reports

The Preuss School UC San Diego will issue Semester Report Cards two times a year. Academic and Citizenship (behavior, effort, and attendance) grades will be issued in all courses. Progress Reports will also be issued by Advisory teachers twice each semester. Eligibility to participate in extracurricular activities will be based on the most recent grading period.

Scholar Activities and Fundraisers

The Preuss School UC San Diego has a scholar government. The Associated Scholar Body (ASB) is an organization made up of elected and appointed scholars. The ASB encourages scholars to become involved in the school by having lunchtime activities, rallies, fundraisers, dances, and a variety of other activities. The ASB also helps scholars to form clubs and organizations. All scholars are encouraged to participate in all the activities sponsored by the ASB. Only approved clubs and organizations may participate in fundraisers. All fundraisers must also be approved by the ASB and the Administration.

Scholar Device / Network / Internet Acceptable Use Policy

Every Preuss School user should act in an ethical and legal manner consistent with school goals and objectives and should conform to educationally appropriate use and network etiquette that includes being polite, using appropriate language, respecting the privacy of others, and respecting the computer equipment.

Users of The Preuss School network services should remember that the level of confidentiality on school-owned computers may not be the same as that expected when using their own equipment or Internet services. Electronic communications, files, and other Internet records may be examined for educational and administrative purposes and to verify that acceptable-use guidelines are being followed. (*For purposes of this document, electronic communications include but are not limited to e-mail, chat, blogging, Internet posting, and instant messaging.)

The Preuss School has taken reasonable steps to ensure scholar safety with the use of a variety of software tools. Web filtering software is used to block out unwanted and inappropriate content. Device management software is used to monitor on-task behaviors in the classroom. Content monitoring software is used to alert school administration to issues of bullying, online predators, sexual content and more. Because the Internet contains an unregulated collection of resources, even with safeguards in place, the school cannot guarantee the accuracy of the information or the appropriateness of any material that a scholar may encounter. The Preuss School believes that the benefits of Internet access in the form of information resources and opportunities for collaboration far exceed any disadvantages. Before using the school's network resources, each [scholar](#) and his/her/they [parent/guardian](#) shall sign and return an Acceptable Use Agreement (Network Responsibility Contract), which shall specify user obligations and responsibilities and shall indemnify the school for any damages. This document will be shared in the Opening Of School packet. The parent/guardian shall agree not to hold the school responsible for materials acquired by the scholar on the system, for violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

Ultimately, parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their child should follow. Use of the school's devices, network, or the Internet is a privilege that may be revoked at any time for inappropriate conduct. Internet and network use should be strictly limited to educational purposes.

Acceptable use policy

As a user of The Preuss School network and Internet connection, I agree to:

- Use electronic resources and communications for educational purposes only.
- User accounts are to be accessed only by the authorized user of the account and for school purposes only. Account users are ultimately responsible for all activity under their account.
- Use my network access in an acceptable manner, follow all school rules and regulations regarding network use, including being polite, using appropriate language and respecting others' privacy.
- Scholars are responsible for the appropriateness and content of material they transmit or publish on the system.
- Use online time and other network resources efficiently.
- Assist in keeping The Preuss School network free from virus attacks by refraining from opening attachments and running files from unknown or potentially malicious sources.
- Be respectful to all computers and computing equipment owned by The Preuss School and report any physical tampering with devices by any other users.
- Do not damage the computers by carrying them by the screen, pulling off keyboard keys, having open containers of liquid or food near the laptops.

Inappropriate online conduct includes, but is not limited to:

- Using the network for illegal activities, including unauthorized installation, use, storage, or distribution of copyrighted software or materials in violation of copyright laws.
- Using the network for private business or commercial enterprise.
- Using the network for political activities.
- Use of another individual's name or account.
- Allowing another user access to your account.
- Sharing electronic account passwords, leaving passwords available in obvious locations, or leaving "signed on" computers unattended.
- Disclosing, using, or disseminating personal identification information about oneself or others when using electronic communication. Scholars are also cautioned not to disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians. Personal information includes the scholar's name, address, telephone number, Social Security number, or other individually identifiable information.

- Reading other users' electronic mail or files.
- Attempting to interfere with other users' ability to send or receive electronic mail, or deleting, copying, modifying, or forging other users' mail.
- Distributing electronic media in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., using torrent software, downloading large files; sending mass electronic messages; downloading video and audio files not directly related to school goals, excessive chat or instant message use for non-educational purposes).
- Intentionally uploading, downloading, distributing, or creating computer viruses.
- Attempting to vandalize, harm, tamper with or destroy school equipment, data, or materials.
- Manipulating the data of any other user.
- Unauthorized access to servers, computer systems, or network equipment.
- Tampering with the computer (monitors, keyboards, mice, cables, etc.) or network hardware (network cables or wall jack) in order to diminish or damage functionality.
- Using electronic resources and communication other than educational purposes.
- Using proxy servers, virtual private networks (VPN), websites, or software to bypass network filters.

Cyber-bullying

The Preuss School UC San Diego's policy on the prevention of "cyberbullying" is aligned with the CA ED Code, SDUSD, and the Anti-Defamation League guidelines. Cyberbullying is broadly defined as the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices. The Preuss School identifies the following as forms of "cyberbullying" offenses as prohibited behaviors for scholar conduct in cyberspace:

- Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs. California Penal Code Section 313(a)
- Trolling, flaming, impersonation, trickery, or e-bullying on forums, e-mail, or websites including but not limited to myspace.com, facebook.com, youtube.com.
- Sending or exchanging messages that are inconsistent with school or school policies.

In the event a Scholar violates any part of the *AUP and/or Technology Acceptable Use scholar Agreement*, misuse electronic resources, or violate state or federal laws, consequences will be imposed by the school consistent with scholar Handbook policies. Each situation will be considered independently and consequences will range from a discussion about the rules and expectations regarding usage and/or a complete withdrawal of access to all computer technology in accordance with the Restorative Responses and Preventative Practices section of the Scholar Handbook. We support the parent's or guardian's right to authorize or decline Internet access for their scholar.

Scholar Services

Scholar Services at The Preuss School UC San Diego is comprised of three school counselors, two family support specialists, and a school psychologist. The counselors will assist parents and scholars toward success with educational planning, course selection, understanding school rules, personal and social adjustment, and college information. They will also work with scholars and parents with course selection, career exploration, college planning, college applications, financial aid, scholarships, and internships. The family support specialists assist families in need. The school psychologist supports the psychological needs of scholars. Parents are encouraged to phone The Preuss School UC San Diego to set up an appointment or to confer by phone at any time during the school year regarding their scholar's well-being.

School Supplies

The following school supplies are recommended for school each day:

- A 2 ½ inch or larger size notebook, with dividers for each of our eight subjects;
- Plenty of 8 ½ X 11 inch lined paper for the binder;
- A zipper pouch to fit into the binder with at least two pencils, two black or blue ink pens (no permanent markers), an eraser, two highlighters, a corrective pen, colored pencils, a small six-inch ruler with metric measurement, a compass, 3X5 index cards, a small pair of scissors, individual pencil sharpener, a glue stick, and a calculator (preferably one with fraction capabilities);
- The Preuss Scholar Handbook. Scholars are expected to write down their homework assignments and other projects on their planners.
- Kick Back And Read (KBAR) Book
- School-issued laptop or tablet.

Scholar Use of Electronic Equipment Agreement

All electronic equipment issued to scholars is to be used solely to access remote learning assigned by The Preuss School. scholars are expected to follow the guidelines below and take precautions to protect the device(s). Failure to follow the guidelines below may result in one or more of the consequences outlined in the Preuss School Discipline Policy and Code of Conduct and scholar Handbook. Any scholar who misuses a device will lose access to it for a period of time as determined by the teacher or a school administrator. In general, all scholars are expected to use good judgment and common sense; be safe, appropriate, careful and kind online; not attempt to get around technological protection measures; and ask an adult if they need help.

Parents/guardians should review this form carefully with their scholar. Specifically, by accepting this equipment, parent/guardian and scholar each agree to ensure that the scholar adheres to the following:

- 1) Care for the Equipment
 - scholar will not vandalize the devices in any way (including stickers, ink, or any decorative items added to the device)
 - scholar will place the devices on a flat surface when using and carry with two hands
 - scholar will keep all food and liquids away from the devices
 - When finished with the devices, scholar will log out and/or shut them down properly
 - scholars will never leave the devices unattended
- 2) Use of the Equipment
 - scholars will use devices for school work assigned by The Preuss School only
 - While the school system will provide Internet content filtering for the security of your scholar, there is no substitute for parental/guardian supervision.
 - Parents/guardians will be knowledgeable of where your scholar goes online.
 - scholars will not share usernames or passwords with other scholars
 - scholars will not allow anyone other than the scholar to use any school devices
 - scholars will follow existing copyright laws.
 - scholars will not download or make unauthorized copies of software or files, including text, images, music, or sound.

In the event of any hardware, software, security problems or any displays of information or messages that are inappropriate, dangerous, or threatening, please email: Mr. Daryl (tech@preuss.ucsd.edu), Ms. Nance (librarians@preuss.ucsd.edu). Do not attempt repairs or send any devices to outside vendors. Devices shall be returned upon request.

Transportation

Early Release Rules and Expectations

Early Dismissal: Parents and guardians are asked to schedule all appointments outside the school day when possible. When not possible, a scholar can be dismissed from school before the end of the school day. **24 hour written notice is required from the parents/guardians. The notice must be sent to PreussAttendance@preuss.ucsd.edu.** Email accounts are verified against school records.

Parking for Scholar Drivers

Scholars who drive to school should have a valid California driver's license and purchase a parking permit through the UC San Diego parking kiosks or online. Daily, weekly, monthly and semester passes are available on the UC San Diego parking permit website. Scholars are responsible for finding parking. **THE PREUSS SCHOOL DOES NOT PROVIDE SCHOLARS WITH A PARKING PASS. THE PREUSS SCHOOL IS NOT RESPONSIBLE FOR ANY DAMAGE TO VEHICLES PARKED ON UC SAN DIEGO'S CAMPUS.**

Trolley Passes, Rules and Expectations

*As adopted by the MTS website policy

Youth who do not have an existing Youth account with PRONTO can participate in the Youth Opportunity Pass program in a few simple steps:

App:

1. Download the PRONTO app on your Apple or Android device.
2. Create a virtual card.

3. Convert your card to a Youth account online, over the phone (619-595-5636) or in -person (MTS Transit Store, NCTD Customer Service Centers). (Accounts converted online will be processed the next business day.)
4. Students should use their Preuss student email to sign up for their account.

Alternatively,

1. Get a PRONTO card at any Trolley ticket machine or retail outlet (one-time \$2 fee, plus a minimum load of \$3 at ticket machines, and \$5 at retail outlets)
2. Convert your card to a Youth account online, over the phone (619-595-5636) or in -person (MTS Transit Store, NCTD Customer Service Centers)
3. Students should use their Preuss Student email to sign up for their account.

Scholars must obey the MTS rules while riding at all times. Wait for your trolley at a safe place behind the yellow line. Be at the trolley stop 10 minutes before the scheduled pick up time. Board the trolley in an orderly manner. Scholars must be prepared to show your valid Pronto pass at any given time. Remain properly seated at all times, respect the rights of others, keep your voices low to minimize distractions, and remember to keep the trolley clean. Food is not allowed on the trolley (no eating, drinking, or gum chewing on the bus). Inappropriate language should not be used while riding the trolley. Keep alert when exiting the trolley and look both ways for traffic. Follow emergency procedures whenever necessary. Please see the MTS website for more information. Failure to follow rules may lead to a loss of riding privileges.

In the case that we implement the MTS contract for verifying accounts for students, the process for creating an account is as follows:

1. The school will get a media/information release form from parents in order to share certain student data with MTS on their behalf.
2. The school will register all new students to the Preuss School's account with Pronto per the Pronto Partners Program by graduation year. This includes the full name, birthday, school email, and photo for each individual student.
3. Students will then be allowed to use the trolley until their graduation year, at which point, we will remove them from the Preuss School's Pronto database, and they will need to pay for an adult account moving forward.
4. There is no account verification process for this method because the school does that on the family's behalf. However, if they sign up for an account independent of the school, they will need to go through the age verification process as listed on the Pronto website.

Valedictorian Policy

The Valedictorian shall be the scholar designated from the senior graduating class, based upon the highest weighted grade point average from The Preuss School beginning in ninth (9th) through 1st-semester grade report of the twelfth (12th) grade, who demonstrates the expectations for academic integrity expected of all scholars of The Preuss School UC San Diego. The WGPA will be calculated to the nearest hundredth. The salutatorian is the scholar with the second-highest cumulative WGPA. If two or more scholars are tied for valedictorian, each scholar will receive this honor, and the scholar with the next highest cumulative WGPA will be designated salutatorian. In addition, there is recognition at graduation for those scholars with cumulative WGPAs 3.5 and above as graduating with honors.

Work Permits

High school scholars may request a work permit after being offered a job. Scholars may only work during non-school hours. Working during school hours can result in loss of work permit. Please visit the College Advisor for more information

THE ROAD TO COLLEGE

College entrance requirements vary and are the responsibility of the scholar to review in conjunction with the College Advisor, Counselors, and the University Prep teacher.

High School Graduation Requirements

At The Preuss School, sixth grade scholars are challenged by rigorous courses that concentrate on skill development, study habits, and a deep understanding of subject content. Seventh and eighth-grade scholars begin completing college admission requirements in such core subjects as mathematics and Spanish while building academic background in core and elective subjects. If completed successfully, these courses will appear on the High School transcript. High school scholars take courses that not only meet but exceed college admission requirements.

Preuss twelfth grade scholars experience internships that connect them with professional and technical career opportunities throughout the university community and San Diego County. All graduates from The Preuss School UC San Diego apply to four-year colleges and universities.

Scholars must complete 270 credits in the following subject areas to qualify for **The Preuss School UC San Diego High School** diploma:

| Subject Area | Credits Required |
|---------------------------------------|------------------|
| History/Social Science | 20 |
| History Elective | 10 |
| English | 40 |
| Mathematics | 30 |
| Life Science | 10 |
| Physical Science | 10 |
| Science Elective | 10 |
| Language other than English | 20 |
| Visual and Performing Arts | 10 |
| Physical Education/EHS | 20 |
| University Prep Senior Seminar | 10 |
| Senior Exhibition/Wheel | 10 |
| Elective | 70 |
| Total Credits to Graduate | 270 |

In addition to meeting all The Preuss High School UC San Diego graduation requirements, all scholars are required to complete an internship and research paper within their Senior Wheel course, a service learning project within their junior year, and present all three at a Senior Exhibition in order to receive a diploma.

STUDENTS TRANSFERRING INTO PREUSS

The Preuss School does not offer the same courses or the same sequence of courses, as do many other schools. In some instances, this has caused 11th and 12th grade students transferring into Preuss to be credit deficient and unable to graduate with a Preuss diploma

Students and parents/guardians are advised to take Preuss' unique academic program into account when making decisions to enroll at The Preuss School UC San Diego.

University of California (UC)/California State University (CSU) Minimum Admission Requirements

How does the University of California determine eligibility?

All California high school seniors who fulfill the following requirements will be entitled to a review of their application at each UC campus to which they apply. They must:

- Complete a minimum of 15 college-preparatory courses (a-g courses) with a letter grade of C or better, with at least 11 courses finished prior to the beginning of your last year of high school.
- **Maintain a GPA of 3.0 or better** (weighted by honors/AP bonus points) in the “a-g” courses taken after ninth grade. You may use [this tool](#) to calculate your UC/CSU Eligibility GPA.

How does the California State University determine eligibility?

All California high school seniors who fulfill the following requirements will be entitled to a review of their application at each CSU campus to which they apply. They must:

- Complete a minimum of 15 college-preparatory courses (a-g courses) with a letter grade of C or better
- **Maintain a GPA of 2.5 or better** (weighted by honors/AP bonus points) in the “a-g” courses taken after ninth grade. You may use [this tool](#) to calculate your UC/CSU Eligibility GPA.
- A scholar earning a GPA between 2.00 and 2.49 **may** be evaluated for admission based upon supplemental factors including: Number of courses exceeding minimum “a-g” requirements, GPA in math and or science courses, Household income, or Extracurricular and leadership involvement.

How do private schools and community colleges determine eligibility?

- Completion of the UC/CSU requirements (above) meets minimum course requirements of most private schools. Check with your specific colleges of interest for more information and for minimum GPA requirements.
- Successful graduation from Preuss will meet minimum eligibility requirements for community colleges.

UC/CSU A-G Courses

- A) **History/Social Science**- 2 Years Required
One year of world history, cultures, or historical geography One year of U.S. history or one semester of U.S. history and one semester of American government or civics
- B) **English** - 4 Years Required
Four years of college preparatory English composition and literature
- C) **Mathematics** - 3 Years Required, 4 Years Recommended
Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses; also acceptable are courses that address the previously mentioned content areas and include or integrate probability, statistics or trigonometry. Courses intended for 11th and/or 12th grade levels may satisfy the required third year or recommended fourth year of the subject requirement if approved as an advanced math course.
- D) **Laboratory Science** - 2 Years Required, 3 Years Recommended
Two years of college preparatory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. One year must be a biological science, and one year must be a physical science. Computer Science and Engineering courses may be used in area D as an additional science (i.e., third year and beyond).
- E) **Language Other Than English** - 2 Years Required, 3 Years Recommended
Two years of the same language other than English are required. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable, as are Native American languages. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.
- F) **Visual and Performing Arts** - 1 Year Required
One yearlong course of visual and performing arts chosen from the following: dance, drama/theater, music or visual – or two one-semester courses from the same discipline.
- G) **College Preparatory Elective** - 1 Year Required
One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-F subjects

Grading

The Preuss School UC San Diego Grade Reporting Calendar 2025-2026

First Semester

| | |
|------------------------|---|
| August 6 | First Day of Scholar Attendance |
| August 21/22 | <i>Progress Report to Parents for At-Risk Students</i> |
| September 19 | 1st Mid-Semester Ends |
| September 23 | Grades Due to Registrar |
| September 24/25 | 1st Mid-Semester Progress Report Cards Distributed |
| October 8/9 | <i>Progress Report to Parents for At-Risk Students</i> |
| November 7 | 2nd Mid-Semester Ends |
| November 10 | Grades Due to Registrar |
| November 12/13 | 2nd Mid-Semester Progress Report Cards Distributed |
| December 3/4 | <i>Progress Report to Parents for At-Risk Students</i> |
| January 12-16 | 1 st Semester Final Exams |
| January 19 | First Semester Ends |
| January 21 | Grades Due to Registrar |
| January 23 | 1st Semester Final Report Cards Mailed Home to Parents |
| February 17 | Teachers' deadline to replace a grade issued for a 1 st Semester Course. *A Grade Change must be approved by Principal |

Second Semester

| | |
|--------------------|---|
| January 20 | Second Semester Begins |
| February 4/5 | <i>Progress Report to Parents for At-Risk Students</i> |
| March 6 | 1st Mid-Semester Ends |
| March 10 | Grades Due to Registrar |
| March 11/12 | 1st Mid-Semester Progress Report Cards Distributed |
| March 18/19 | <i>Progress Report to Parents for At-Risk Students</i> |
| April 24 | 2nd Mid-Semester Ends |
| April 28 | Grades Due to Registrar |
| April 29/30 | 2nd Mid-Semester Progress Report Cards Distributed |
| May 13/14 | <i>Progress Report to Parents for At-Risk Students</i> |
| June 8-12 | 2 nd Semester Final Exams |
| June 17 | Second Semester Ends (Last Day of Scholar Attendance) |
| June 17 | Teachers Submit Final Grades by 2:00 pm |
| June 25 | 2nd Semester Final Report Cards Mailed Home to Parents |
| July 10 | Teachers' deadline to replace a grade issued for a 2 st Semester Course. *A Grade Change must be approved by Principal |

Grade Reporting Codes and Descriptions

| Academic Marks (A, B, C, etc.) | | Citizenship Marks (E,G,U, etc.) | |
|--------------------------------|---|---------------------------------|-------------------|
| Code | Description | Code | Description |
| A | Superior | E | Excellent |
| B | Above Average | G | Good |
| C | Satisfactory | N | Needs Improvement |
| D | Below Average | S | Satisfactory |
| F | Failure | U | Unsatisfactory |
| I | Incomplete (Requires Principal Approval) | | |
| P | Pass | | |
| IP | In Progress (Edgenuity Online Courses Only) | | |
| NG | No Grade | | |

Comment Codes

| Code | Description | Code | Description |
|------|--|------|--|
| A | Absences affecting grade | N | Needs to participate in class |
| B | Below basic reading and/or writing skills | N1 | Needs to improve effort |
| B1 | Behavior disrupts class | N2 | Needs constant supervision |
| B2 | Behavior needs improvement | N3 | Not doing homework/poor quality homework |
| C | Contact teacher for a conference | N4 | Needs to pay attention in class |
| D | Declining effort over course of the grading period | N5 | Not prepared for class |
| D1 | Does not follow directions | N6 | Not following uniform policy |
| E | Excessive talking in class | O | Outstanding effort |
| G | Good work habits | P | A pleasure to have in class |
| H | High test scores | P1 | Positive attitude in class |
| L | Late or missing assignments | P2 | Participates well in class |
| L1 | Low test scores | P3 | Poor understanding of concepts |
| L2 | Low notebook scores | P4 | Poor attitude in class |
| L3 | Lacks motivation; shows little initiative | S | Shows improvement in effort |
| M | May fail at the semester | T | Tardiness affecting grade |
| M1 | Must attend after school tutoring | V | Violated the honor code |
| MG | Does not reflect achievement | | |

The Preuss School UC San Diego Citizenship

(Behavior, Effort and Attendance Scale)

| Excellent (E) | Good (G) | Satisfactory (S) | Needs Improvement (N) | Unsatisfactory (U) |
|---|---|--|--|---|
| Shows a high degree of self-control. | Shows self-control. | Usually shows self-control. | Shows a limited degree of self-control. | Rarely shows self-control. |
| Makes a significant contribution to the discussion, always at appropriate times. | Talks appropriately in class, at appropriate times. | Usually talks appropriately in class, at appropriate times. | Talks inappropriately and/or at inappropriate times. | Makes little attempt to control inappropriate talking. |
| Always on task. Exceeds classroom expectations on a daily basis. An outstanding effort is present in each assignment and work of excellent quality. | Stays on task consistently. Completes all work on time and work is neat, complete, and of high quality – no careless errors; each piece of work is scholar's best. | Usually stays on task. Usually completes work on time; work is usually neat, complete, and of satisfactory quality. Work is not always the scholar's best. | Displays off-task behavior needs teacher intervention. Work is sometimes or often incomplete, missing, and frequently untidy, with careless errors, not scholar's best work. | Makes a minimum attempt to stay on task; requires frequent teacher intervention. Work often incomplete or not turned in, usually carelessly done and not of acceptable quality. |
| Not only engaged in learning but leads peers in group assignments, following instructions regularly. | Always actively engaged and on task; works effectively, without wasting time; follow instructions the first time they are given. Constructive in groups, sometimes as a leader. | Often actively engaged and on task; generally wastes little time; follows instructions the first time they are given. Works constructively in groups. | Frequently off task, may be distracting to others and ineffective in groups. Often needs to be reminded of instructions. | Frequently off task, distracting to others, and disruptive in groups. Has difficulty following instructions even after reminders. |
| Always takes the initiative to help others. | Takes initiative to help others. | Willing to help others when asked. | Helps others infrequently; tends to distract others. | Does not help others, disrupts others, and/or disrupts the learning environment. |
| Maintains exemplary relationships with peers. | Maintains positive relationships with peers. | Maintains satisfactory relationships with peers. | Does not maintain satisfactory relationships with peers. | Routinely engages in negative peer relationships. |
| Has an exemplary attitude; serves as a role model for a positive attitude toward school and school activities. | Has a good attitude; is positive toward school and school activities. | Has a satisfactory (generally good) attitude; is generally positive toward school and school activities. | Has a poor attitude; is seldom positive toward school and school activities. | Attitude/contribution is counter-productive. |
| Enthusiastic about accepting academic challenges; seek assistance when needed. | Frequently accepts challenges; is persistent; asks for help when needed. | Sometimes accepts challenges; asks for help when needed. | Avoids accepting challenges; needs to be reminded to get help when needed; gives up easily. | Rarely accepts challenges; does not take advantage of the help offered. |
| Attendance is excellent; no absences or tardies. | Attendance is good; no unexcused absences. | Attendance is satisfactory. | Attendance needs improvement; absence or tardiness a concern. | Excessive absence or tardiness. |
| | | | Violation of Honesty Policy (1 st offense). | Violation of Honesty Policy (2 nd offense). |

Scholar Nondiscrimination and Sexual Harassment Policy

NOTICE OF SCHOLAR NONDISCRIMINATION

The Preuss School UC San Diego is committed to equal opportunity for all individuals in education. The Preuss School's programs and activities shall be free from harassment, discrimination or bullying based on sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color and mental or physical disability or any other unlawful consideration. The Preuss School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to ensure that the lack of English proficiency will not be a barrier to admission and participation in school programs.

Any scholar who engages in prohibited harassment, discrimination or bullying of another scholar or anyone from The Preuss School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in harassment, discrimination or bullying of a scholar may be subject to disciplinary action up to and including dismissal.

Any scholar or parent/guardian who feels that harassment, discrimination or bullying has occurred should immediately contact a teacher or the Principal for resolution at The Preuss School.

SCHOLAR SEXUAL HARASSMENT POLICY

The Preuss School is committed to making the school free from sexual harassment. This means that The Preuss School prohibits harassment by someone from or in the educational setting. Sexual harassment can include such actions as unwelcome sexual advances, requests for sexual favors, or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

The Preuss School prohibits conduct that has the purpose or effect of having a negative impact on the scholar's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

The Preuss School further prohibits sexual harassment in which a scholar's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

Scholars should report any sexual harassment to the school Principal, Vice Principal, counselor, or teacher. Scholars who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion.

The Preuss School encourages reporting of any harassment, discrimination or bullying issues and will attempt to resolve issues promptly and fairly. For questions or additional information please call (858) 822- 2282.

EMPLOYEE SEXUAL HARASSMENT POLICY

Employees are governed by the University of California's Policy on Sexual Violence and Sexual Harassment.

TO FILE A DISCRIMINATION OR SEXUAL HARASSMENT COMPLAINT

1. Filing a complaint: A complaint may be filed by a scholar or parent/guardian by contacting The Preuss School Principal for resolution of the complaint at the school. Alternatively, a complaint may be filed by contacting Helen Kaiser, Associate Director and Deputy Title IX Officer at UC San Diego Office for the Prevention of Harassment & Discrimination. (858) 534-8298 or OPHD@ucsd.edu
2. Investigation: The Preuss School will immediately undertake a thorough and objective investigation of a complaint of harassment, discrimination or bullying and provide a written response within sixty (60) days of when the complaint is filed.
3. Action: If the school determines that its policies prohibiting harassment, discrimination, bullying or retaliation have been violated, disciplinary action, up to and including expulsion will be taken.

The person filing the complaint may also pursue action in civil court.

The Preuss School prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned.

EMERGENCY PROCEDURES

Site Emergency/Disaster Plan

Bells

- Fire Procedure – Intermittent short bells: Evacuate building via route posted in your classroom.
- Earthquake/Disaster (Physical damage to plant) – Alternate short/long bells: Drop and take a protective position, and then evacuate the building. Wait for the all-clear bell.
- Imminent Danger/Lock Down: Electronic or Verbal warning: Everyone remains inside the building; lock doors and cover windows where possible. If outdoors, immediately seek refuge in the nearest building or seek cover until directed by staff.
- All Clear – A series of two long bells and/or verbal communication by administrative staff.

Emergency/Disaster When School is NOT in Session

- Scholars remain at home.
- Tune to an Emergency Broadcast System station (KOGO, 600 kHz or KCBQ, 1170 kHz).
- Pending communication capabilities, the site telephone tree will be activated. Administrators will contact department chairs and other key personnel. Monitor emails and Parent Square notifications

Emergency/Disaster When School IS in Session

- Take appropriate action (take cover, drop, stand by, evacuate) as directed.
- Maintain control over scholars and assure their safety at all times.
- Await emergency signal or instructions from the principal or the Emergency Operations Center (EOC).
- If an evacuation signal (fire alarm) is given, take the attendance book and first aid kit to the designated assembly area. Prep period teachers assist in directing scholars to the assembly area and then go to the EOC of instructions.
- Follow designated routes to the assembly areas unless blocked or impassable. Even though alternate routes may have to be devised to overcome obstacles, destinations should remain constant.

Other Emergencies

- There is no signal. Staff will be notified by the PA system, megaphones, and/or written messages.
- It is not possible to plan ahead for every emergency. Decisions may have to be made on the spot, depending upon the nature of the emergency.
- The two most important elements in emergencies are COMMUNICATION AND CONTROL. Staff members must maintain control over assigned scholars until instructions are received.
- Staff members without assigned scholars and staff members who have, by direction, relinquished control of their scholars should report to the principal or the CAO and await further instructions.

Emergencies Defined

An emergency is an unforeseen happening requiring prompt action.

- | | | |
|------------------------------|---|--|
| • Fires | • Floods, Prolonged Rains, Dam Failures | • Operating School as a Community Center |
| • Earthquakes | • Civil Disturbances | • Terrorist Attack |
| • School Campus Emergencies | • Utility Failure | |
| • Advanced Stage Smog Alerts | • Airplane Crashes | |
| • Bomb Threats | • Nuclear Power Plant Accidents | |
| • Hazardous spills | • Enemy or Nuclear Attacks | |
| • Dangerous Winds | | |

Imminent Danger

A verbal warning (over intercom system or in-person) indicates that there is a danger to all persons who are visible on the school campus. Note: In some instances, verbal warnings may not be immediately possible. Announcements and directions will be given by the administration.

Obviously, it is impossible to identify all of the potential incidents, which might involve a threat to people on the school grounds. Listed below are examples of imminent danger:

- Sniper activity in or around the school
- Police and/or SWAT activities, which take place, near school grounds
- A threat to an individual or group on campus
- Civil riot or similar activity
- Terrorist attack

Required Action during Imminent Danger Emergency

- When the continuous warning bell sounds, everyone is to get inside the closest building immediately.
- Teachers are to assure that all scholars are inside and then lock the room doors.
- Once inside and locked down, teachers should immediately attempt to cover all windows if possible with blinds, blackout curtains, or anything that might block the view into or out of the room.
- NOTE: It is absolutely imperative that teachers and scholars stay away from doors and windows once the room is locked down.
- In case of gunfire or other such danger, it may be necessary for teachers to ask scholars to lie down on the floor.
- Remain locked down until you are notified verbally that all is clear.

The complete School Safety Plan/Site Disaster Plan is available at the school.

Field Trip Bus Emergency Procedures and Passenger Safety*

In the event of an emergency, follow the directions of the school bus driver.

- Walk. Do not run.
- Stay Calm. Do not panic.

The following emergency exits on the school bus are clearly marked and have operating instructions:

- Side door(s)
- Roof vent(s)
- Rear door/window

These exits also are available in an emergency:

- Front door
- Window

Passengers sitting beside an emergency exit door will help with the evacuation of the bus by doing the following:

- Opening the door
- Exiting the bus
- Standing on each side of the open door
- Assisting other passengers out of the bus
- Directing them to reassemble at least 100 feet from the bus

There are several danger zones around a school bus.

Passengers must remain outside the danger zones because the driver's visibility is limited within these areas:

- 12 feet from the side of the bus
- 12 feet from the front of the bus
- 20 feet from the rear of the bus

Follow the Rules of Conduct posted on the bus.

- All passengers must enter and exit the bus in an orderly fashion. Do not push or shove. Do not run to, from, or on the bus.
- All passengers must remain seated until the bus is completely stopped. Do not change seats unless instructed to do so by the school bus driver or the bus monitor. Face forward in the seat and keep all body parts inside the bus at all times. Passengers must refrain from boisterous conduct while on the bus.
- All passengers who must cross the street on which the bus has stopped must cross at a traffic signal or under the protection of the red signal lights on the bus. Passengers must cross in front of the bus only after the driver has signaled that it is safe to do so.

***Procedures modeled after San Diego Unified School District procedures.**

Saturday Enrichment Academy (SEA)

What is Saturday Enrichment Academy?

Saturday Enrichment Academy (SEA) is an opportunity for all Preuss School scholars to receive individual and small group tutoring, reinforce skills, and complete homework. SEA is a voluntary program unless the scholar has been assigned to attend, due to being “at-risk” or on academic probation. A scholar may be considered “at-risk” if:

- He or she has earned below a 2.50 GPA on the most recent report card or progress notice.
- Scholars may be moved on or off of the “at-risk” list by teacher or counselor recommendation.

What are the specific details that I need to know?

- Scholars are required to bring their Preuss Planner, all homework assignments, and study materials to SEA. At the conclusion of SEA scholars will submit a Planning Sheet documenting the completion of assignments that must be signed by the supervising teacher or tutor. Off-task and disruptive behavior will not be tolerated and will result in a referral.
- SEA begins promptly at 9:00 a.m. and ends promptly at 11:00 a.m. Parents must pick up scholars promptly at 11:00 a.m., as adult supervision will not be available after that time.
- Scholars check-in and are assigned to a tutorial room. Younger siblings or non-Preuss scholars are not allowed at SEA. Scholars will not be allowed to leave the classroom to wander or socialize with other scholars. Dress Code attire is not required at SEA.

Put these SEA dates on your family calendar.

First Semester

August 23

September 13, 27

October 18

November 1, 15

December 6

January 10



Second Semester

February 7, 21

March 7, 21

April 18

May 2, 16

June 6

Calendar 2025-2026

| MONTH | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | Stu |
|--------------|---|---|---|----|----|----|----|----|----|-----|----|----|----|----|--------|---|----|----|----|-----|----|-----|----|----|-----|-----|
| JUL | | 1 | 2 | 3 | 4 | 8 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | 31 | | 0 |
| AUG | | | | | 1 | 4 | 5 | 6 | 7 | 8A | 11 | 12 | 13 | 14 | 15B | 18 | 19 | 20 | 21 | 22A | 25 | 26 | 27 | 28 | 29B | 18 |
| SEPT | 1 | 2 | 3 | 4 | 5A | 8 | 9 | 10 | 11 | 12B | 15 | 16 | 17 | 18 | 19A | 22 | 23 | 24 | 25 | 26B | 29 | 30 | | | | 21 |
| OCT | | | 1 | 2 | 3A | 6 | 7 | 8 | 9 | 10B | 13 | 14 | 15 | 16 | 17A | 20 | 21 | 22 | 23 | 24B | 27 | 28 | 29 | 30 | 31A | 22 |
| NOV | 3 | 4 | 5 | 6 | 7B | 10 | 11 | 12 | 13 | 14A | 17 | 18 | 19 | 20 | 21B | 24 | 25 | 26 | 27 | 28 | | | | | | 13 |
| DEC | 1 | 2 | 3 | 4 | 5A | 8 | 9 | 10 | 11 | 12B | 15 | 16 | 17 | 18 | 19A | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | | 15 |
| JAN | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9B | 12 | 13 | 14 | 15 | 16A | 19 | 20 | 21 | 22 | 23B | 26 | 27 | 28 | 29 | 30A | 19 |
| FEB | 2 | 3 | 4 | 5 | 6A | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20A | 23 | 24 | 25 | 26 | 27B | | | | | | 18 |
| MAR | 2 | 3 | 4 | 5 | 6A | 9 | 10 | 11 | 12 | 13B | 16 | 17 | 18 | 19 | 20A | 23 | 24 | 25 | 26 | 27B | 30 | 31 | | | | 20 |
| APR | | | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10A | 13 | 14 | 15 | 16 | 17B | 20 | 21 | 22 | 23 | 24A | 27 | 28 | 29 | 30 | | 19 |
| MAY | | | | | 1B | 4 | 5 | 6 | 7 | 8A | 11 | 12 | 13 | 14 | 15B | 18 | 19 | 20 | 21 | 22A | 25 | 26 | 27 | 28 | 29A | 20 |
| JUN | 1 | 2 | 3 | 4 | 5A | 8 | 9 | 10 | 11 | 12B | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | | | | 13 |
| Total A | 5 | | 7 | | 6 | 9 | | 11 | | 4 | 9 | | 11 | | 6 | 7 | | 8 | | 3 | 5 | | 5 | | 3 | 99 |
| Total B | | 6 | | 7 | 2 | | 9 | | 11 | 6 | | 11 | | 10 | 4 | | 8 | | 8 | 5 | | 6 | | 5 | 1 | 99 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | 198 |
| yellow | Scholar Attendance Days | | | | | | | | | | | | | | blue | UC San Diego Holiday | | | | | | A | B | | | |
| red | Professional Development Days (No scholars in attendance) | | | | | | | | | | | | | | orange | Minimum Day (Graduation) | | | | | | 1st | 49 | 50 | | |
| light purple | Late Start Fridays (Alternating A/B) | | | | | | | | | | | | | | pink | Counselor Additional Work Days | | | | | | 2nd | 50 | 49 | | |
| | | | | | | | | | | | | | | | purple | Semester Starts | | | | | | | | | | |
| | | | | | | | | | | | | | | | green | Non Instructional SDUSD Days/Preuss No School | | | | | | | | | | |