

COMMUNITY COLLEGE  
PREPARATORY ACADEMY

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# STUDENT HANDBOOK

2023-2024 SCHOOL YEAR



*Dr. Wallace Henry, CEO*

202- 770- 3252

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SOUTHEAST WASHINGTON DC, 20032








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## CC Prep's Shared Norms & Expectations

-  Respect for People, Time, Process (Focused Discussion)
-  Teamwork
-  Integrity
-  Accountability
-  Mindfulness
-  Transparency
-  No technology (cell or text) while meeting



### **Mission**

The mission of the Community College Preparatory Academy is to provide an innovative and rigorous education environment for under-credited adults who have aged out of the traditional K-12 public education system and is supportive of their unique learning needs and successful in preparing them for 21<sup>st</sup>-century employment, higher education, and life-long learning.

### **Vision**

Our school is a place that is welcoming, supportive, nurturing, and non-judgmental. It evidences the belief that it is never too late for adults to transform their lives through education.

Community College Preparatory Academy is a place where students are actively involved in preparing for post-secondary education and workforce training. The adult student will be exposed to behavior modeling that can facilitate the behavior modification necessary for underachieving adults to transform their lives.

### **Philosophy**

The Community College Preparatory Academy rests on the belief that an exciting and supportive learning environment that is responsive to *all* students' learning needs will yield high performance outcomes. In addition, to support the unique learning styles of the adult learner, instruction will be self-paced, real-world experience focused, inquiry-based; and will integrate critical thinking, reading, numeracy, and vocational concepts in each content area.

In founding CCPREP, we are aligned with the District's mandate to strengthen career and technical education programming available to adult students (DCPS, 2006). Guided by the urgent need to increase literacy and numeracy competencies among the District's high school dropouts, and the number of high quality vocational and technical educational options, our school's approach to learning will center on individual, customized solutions that will be innovative, engaging, stimulating, collaborative, experiential and performance-based.



Greetings CCPREP Students,

Welcome to Your 2023-2024 School Year! If you are continuing your journey with us, Welcome back! If you are new to our school, Welcome to the family: I am looking forward to each one of you crossing your finishing line and meeting your goals this year. Thank you for choosing us to support you on this journey and know that when we say, “we’ll get through it,” we mean just that. Your goals are now our targets, and we will support you every step of the way.

Throughout this handbook, you will find important details that provide the expectations we have set for all our students, the structure of our school and program making, as well as detailed contact information to simplify communication. Please keep this handbook in a safe place so you can refer to it throughout the year and use it as a resource along with all other materials you’ll receive as a part of the school family. Following the guidelines in this handbook is one important step to set yourself up for success.

This is the year that has been waiting to unfold your dreams and to elevate your life. Take advantage of every opportunity, commit to your success and lots prepare for the best that awaits you.

All the best to you on purpose!

Dr. Wallace Henry III Ed.D.  
Chief Executive Officer



Welcome to Community College Prep Academy (CCPREP)! We are pleased to have you join us and we want you to know that we are excited to have you here. Making the decision to prepare yourself for post-secondary education and/ or entry level employment is a major step. We are proud and pleased that you chose CCPREP to assist you with this work.

The Board and staff at CCPREP understand the importance of a strong bridge to 21<sup>st</sup>-century skills. Since our opening in 2013, we have learned a lot ourselves about what it takes to build such a bridge. We know that you will have to learn new ways to learn. We have also learned what an important tool the internet is, and we look forward to helping you become proficient in the “new” literacy of the computer. We are deeply committed to your success here at CCPREP.

We urge you to use your Student Handbook as your roadmap while here; it is an invaluable resource and tool in helping you become familiar with the services available to you as a student and to show you what your responsibilities are as a student. As you prepare for the 2021-2022 academic year, review the handbook to ensure you are knowledgeable about its contents.

The handbook is an important document that you can rely on to understand offerings, support services, policies, procedures, and deadlines – all of which paint a full picture of the Community College Preparatory Academy Public Charter School and the ways we can help you achieve your educational and career development goals. We know that our successful completers are not just preparing for a single career. It is likely that each of you will have several careers over your lifetime and within each of those careers, you will be challenged to learn new skills and adapt to a changing world.

At Community College Preparatory Academy, we want you to succeed as a parent, as community member and as a successful employee. We will provide the technology, the individual support, intensive workshops and Life skills seminars that will make it possible to reach these multiple aims. Thank you again for choosing Community College Preparatory Academy. We are committed to your success!

Monica Ray  
Chairperson, Board of Trustees



**Founder**

**Ms. Connie Spinner**

FAVORITE QUOTE: "Know the rules well, so you can break them effectively." - the Dalai Lama

Our Founder, Connie Spinner, was the eldest of eight siblings, and they grew up with their parents in Deanwood in Northeast, DC. She was educated in DC Public Schools, graduating from Spingarn Senior High School. She continued her education at DC Teacher's College where she earned a degree in education and became a member of Alpha Kappa Alpha Sorority, Incorporated. She would later earn additional master's degrees in educational leadership while learning to speak other languages, including sign language. Connie's career began as an English teacher at the Franklin School for Adult Education. She was an innovator in the establishment of the Frederick Douglas early childhood center, and she later became Assistant Superintendent for partnership with DCPS. Connie also served as state Superintendent for Education. After leaving DCPS, Connie became the Dean for the Division of Workforce Development and Lifelong Learning at the UDC Community College. Connie was well known for her expertise in organizational development and as a consultant and workshop facilitator for non-profits and corporations, nationally and internationally. Connie achieved her lifelong goal when she founded and was Executive Director for the Community College Preparatory Academy PCS in 2013.

When asked to use one word to describe her, loved ones called her "Rainmaker," "Educator," "Impact," "Transformative," "Dynamic," and "Wordsmith." We simply called her, "Connie."



## Organization

Founded in 2013, the Community College Preparatory Academy Public Charter School is a 501(c)(3) not for profit corporation. While launched in Ward 8, the initial intent was to serve students in Wards 5, 7 and 8. The organization is headed by an independent board of trustees, consisting of 10 voting members – five of whom are residents of the District of Columbia, including two student representatives.

CCPREP does not discriminate against applicants or students based on race, color, national or ethnic origin, religion, ancestry, gender, gender identity and expression, or sexual orientation. CCPREP admits the students of any race, color, national or ethnic origin, religion, ancestry, gender, gender identity and expression, or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

**The Community College Preparatory Academy education program is guided by five principles:**

1. **High Expectations for Student Learning:** CCPREP firmly believes that adult learners bring a range of knowledge and experience to the teaching and learning environment. We fully intend to capitalize on prior knowledge and current technology to expand the student's capacity to learn new things and master the current technical modalities.
2. **High Expectations for Student Behavior:** Excellence thrives in cultures of high expectation that require disciplined behavior and thoughtful inquiry. Themes of individual pride, determination and resilience will be the focus of the culture-building ethos.
3. **High Expectations for Faculty Performance:** Traditional education has not served many of our prospective students well. Faculty will be selected and trained to build on student strengths and serve as learning facilitators rather than as traditional classroom managers.
4. **Frequent Opportunities for Postsecondary Preparation and Exposure:** Every student will be prepared for college readiness. Special attention will be given to writing skills, critical thinking, and mathematics to support college readiness whether the student is considering career and technical or post-secondary academic outcomes.
5. **Frequent Opportunities for Networking and Socialization:** Monthly workshops will be provided to allow students to explore new ideas in varying contexts.

### **School Culture**

At Community College Preparatory Academy, we are deeply committed to your success. We have structured our staff to ensure that every student is paired with a Student Success Specialist. Your Student Success Specialist will assist you in setting goals for both postsecondary education and/or your career. Additionally, your Students Success Specialist will provide support for problem-solving around any barriers that impede your success. Your Student Success

Specialist can also connect students with local organizations and resources based on student needs.

Community College Preparatory Academy is a place for you to develop the skills and knowledge that you need to be successful as an entry-level employee. We want to create a culture of support and acceptance. We all have a stake in your success and will work with you to un-learn any negative or inappropriate habits that could get in the way of your future success. CCPREP is a place where you can practice new habits and behaviors that are designed to assist you in succeeding. We sincerely have high expectations of you and want you to know that we are here to ensure your success and to assist in any way possible to address the challenges that may get in your way.

Together we can build a culture of high expectations and mutual respect that brings out the best in everyone. We fully expect that students will in turn respect each other, their instructors, and the staff. By developing a culture of mutual respect, we can ensure that no one feels alienated or left out. Please help us to build that culture by making a personal commitment to the kind of language, interactions and physical environment that we can all be proud of.

### **Code of Conduct**

To provide the best possible education, everyone must establish a peaceful and harmonious environment for all students, and staff. CCPREP's decisions regarding student behavior and discipline will respect individuals, balance the interests of the school community, and minimize disruption of academic instruction. All faculty and staff are authorized to enforce all rules. However, disciplinary action will be executed only by administrators.

### **Expected Student Behaviors**

In keeping with the Core Values of our school, the following are principles that all students are expected to follow:

- Attend school and class every day and be punctual.
- Come to school ready to learn and strive for excellence.
- Actively seek opportunities to become involved in activities outside of the classroom.
- Be respectful, including following the dress code and in your interactions with others.
- Contribute to maintaining a safe and welcoming environment for all.
- Seek non-confrontational, non-combative solutions to resolving conflict.
- Embrace your role as representatives of CCPREP, both on and off school grounds.

### **School Bullying Prevention Policy**

#### **Purpose**

The Community College Preparatory Academy Public Charter School, a school for adults, has

developed this bullying prevention policy aimed toward our adult student population. The School developed this bullying prevention policy for adult students while adhering to the spirit and intent of the Youth Bullying Prevention Act.

### **Statement**

The Community College Preparatory Academy Public Charter School prohibits bullying of all types.

### **Definitions:**

The District of Columbia code defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
  - a. Place the youth in reasonable fear of physical harm to their person or property;
  - b. Cause a substantial detrimental effect on the youth's physical or mental health;
  - c. Substantially interfere with the youth's academic performance or attendance; or
  - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

### **Bullying Prevention Policy Scope and Applicability:**

The DC Code requires the following enforcement aspects in policies on Bullying Prevention:

1. Enforced on the School property, including electronic communication on, or with, its property.
2. Enforced at School sponsored functions.
3. Enforced on its transportation, or transportation sponsored by it.
4. Enforced on electronic communication. "Enforced on electronic communication"

includes electronic bullying through technology owned by CRIPCS as well as electronic communications that occur off-campus that interfere with a student's ability to participate in or benefit from CRIPCS' services, activities, or privileges.

### **Disciplinary Policies:**

The Community College Preparatory Academy Public Charter School Student Code of Conduct is a primary vehicle by which the school communicates and enforces disciplinary policies to students. Embedded within the Student Code of Conduct, and/or in the Supplemental Procedures to the Student Code of Conduct contained within this policy document, there are provisions for procedures for handling wide ranging incidents, which would include bullying incidents. There are also provisions for due-process steps such as secondary investigations and appeals, protections from retaliation, guidelines for reporting requirements and other protections and remedies associated with student conduct and discipline.

### **Student Code of Conduct:**

The Community College Preparatory Academy Public Charter School is a place where all students have the right to come and learn. To allow all students to learn, all students must be respectful of the diverse community. CC Prep students are expected to adopt shared values of the school community. CC Prep students are lifelong learners who are caring, productive, confident and civic minded. They must be conscientious of the implications of their decisions and should demonstrate empathy, compassion, and respect towards others and themselves.

### **Student Behavior Expectations**

Respect is critical in our diverse community. Students must demonstrate respect through their appropriate actions, words, tone and body language. Unacceptable behavior includes any behavior that infringes on another student's right to learn. These behaviors include, but are not limited to, offensive language and gestures, disrespecting a staff or faculty member, damage to school property, improper use of school equipment, theft, sexual harassment, making threats against others, harming others, and fighting or committing assaults. Behavior that poses a threat to the health and safety of others may be grounds for immediate expulsion.

## **DISCIPLINARY POLICIES**

### **Discipline Review Process**

When a teacher or staff member finds that a student has committed an infraction that may merit expulsion or suspension, he or she will inform a school official of the infraction. The school official will meet with the student to inform the student of the infraction in question and learn what happened from the student's perspective. If the school official finds that the student is in violation and further concludes that the infraction merits expulsion or suspension, the school official will ensure the discipline review process is followed.

### **Discipline Review Process Policy for Expulsions and Suspensions**

Should a student's behavior be deemed to be a serious violation or infraction, the incident will be reported to a designated school official. The school official will meet with the student, hear the student's perspective on the incident, and then as warranted engage in a variety of appropriate interventions that are commensurate with the nature of the infraction. These interventions can range in a variety of measures including a verbal or written warning, mandatory consultations with a counselor and/or follow up conferences with a school official.

#### **The Discipline Review & Appeals Process Policy may include the following:**

1. Oral or written notice of the charges based on the school's investigation;
2. If the charges are denied, a student must be given an opportunity to explain his version of the events to the suspending school official;
3. The suspension may range from 1 to 10 days in length;
4. Expulsion can be for the rest of the semester or the rest of the school year and, in extreme cases, expulsion can be indefinite;
5. Any decision rendered must be based upon the school's investigation;
6. With respect to any suspension invoked, the student will be informed of its beginning and ending dates;
7. If an appeal request is made, the student may appear and discuss the suspension or expulsion with a specially designated school official; initial appeals are to the Director of Student, Terrence Bhegani [Terrence@ccprep-academy.org](mailto:Terrence@ccprep-academy.org)
8. Subsequent appeals may be made to the senior leadership of the School and to the Board of Trustees. Such person who is not satisfied with the outcome of the initial investigation may appeal to Dr. Wallace R. Henry, III Ed.D., Chief Executive Officer of the School [Wallace@ccprep-academy.org](mailto:Wallace@ccprep-academy.org). 202-770-3252. Appeals must be made within 30 days of the receipt of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of appeal unless circumstances require additional time. A higher level authority sets forth those circumstances in writing. Additional time is not to exceed 15 days. Those filing an appeal shall be informed of the right to seek further redress under the Human Rights Act.

### **Supplemental Procedures to the Student Code of Conduct**

The following supplemental procedures to the preceding Student Code of Conduct are intended to more fully address bullying incidents specifically:

Corrective Action Steps: CC Prep requires all staff and volunteers to report bullying incidents

to their direct supervisor or other School officer of their choosing. Reports of bullying by students may be made openly or anonymously. All reports of bullying must be investigated by a designated School official.

Steps for the prevention of retaliation or repeated bullying incidents: Those charged with investigating bullying incidents must first take the necessary steps to insure the cessation of bullying of the victim, prohibit and insure there is no retaliation on the victim, the witness of the bullying, the person reporting the bullying incident or anyone else with reliable information that a person has been subject to bullying.

Guidelines for protecting the target or targets of bullying: The School and School officials will take any and all necessary actions for protecting the target or targets of bullying to include but no limited to: monitoring areas known to be at-risk areas for bullying; monitoring student movement and interactions within the school and in areas in the immediate vicinity of the school; and communication of reporting procedures for students and staff on the issue of bullying.

As per the Student Code of Conduct: Adherence to the policy of flexibility of responses taking into account the severity, nature, history and developmental ability of the individual(s).

Appeals Process: The appeals process is intended for the person accused of bullying and anyone who is not satisfied with the outcome of the initial investigation. Such person who is not satisfied with the outcome of the initial investigation may appeal to Dr. Wallace R. Henry, III Ed.D., Chief Executive Officer of the School. [wallace@ccprep-academy.org](mailto:wallace@ccprep-academy.org) 202-770-3252.

Appeals must be made within 30 days of the receipt of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of appeal unless circumstances require additional time, a higher level authority sets forth those circumstances in writing. Additional time is not to exceed 15 days. Those filing an appeal shall be informed of the right to seek further redress under the Human Rights Act.

### **Conclusion**

Whereas the Youth Bullying Prevention Act applies to entities that serve youth and with the understanding that the Community College Preparatory Academy Public Charter School is an entity that does not serve youth and serves adult learners, this Bullying Prevention Policy has

been adopted by the School in an effort to fulfill the spirit and intent of the YBP Act.

### **Dressing for Success**

Dress, grooming and personal cleanliness standards contribute to overall morale and are a central part of the image that you want to present to your fellow colleagues, and the world at large. During the hours that you are participating here at CCPREP we don't expect that you will "dress up." However, it is extremely important that you appear to come ready to work. Low slung jeans, mini-skirts, shorts, clothing that leaves excessively exposed skin, graphic apparel with offensive/explicit language, and party/club wear is not acceptable attire.

### **Community College Preparatory Academy Contact Information**

3301-Wheeler Road, SE  
Washington, DC 20032  
Phone Number: 202.770.3252  
Website: [www.ccprep-academy.org](http://www.ccprep-academy.org)

*Community College Preparatory Academy is a year-round school.*

## **Student Enrollment Management Unit**

### **Enrollment**

Every year, students must re-enroll in school if they have not completed and commenced to college or employment regardless of prior year enrollment and attendance. Students are encouraged to take advantage of the early enrollment opportunity and submit residency verification information to ensure that their slot is reserved.

### **Residency Status Requirements**

Community College Preparatory Academy is a Public Charter School and as such is fully funded by public funding. Therefore, we are required to ensure that these funds are used to provide education and training to legal residents of the District of Columbia. All applicants MUST be 18 and older and will be required to show proof of DC residency as is currently required for all K- 12. All CCPREP policies for proving DC residency are in direct accordance with policies and timelines required by Office of the State Superintendent of Education – the school will help students with all necessary forms and paperwork required to prove their residency.

### **Attendance**

To establish and maintain a productive learning environment it is essential that students and staff arrive on time and be prepared for the work of the day. At CCPREP we expect students to be reliable and punctual. You are expected to attend five (5) days per week if you are a morning or afternoon student, and four (4) days per week if you are an evening student and be on time.

Should you have a legitimate illness or emergency, it is expected that you will call or email your Student Success Specialist within the same day that you are absent. Please be mindful that a monthly cumulative attendance of less than 60% will be placed on probation and less than 50% will initiate the dismissal process.

### **Excused Absence**

As an adult charter school, CCPREP does not follow the K-12 excused absence policy. When students are absent due to medical, parental or employment reasons, they should contact their Student Success Specialist on the day of their absence to receive engagement credit. For students who require a short-term break during the academic year, CCPREP has implemented a Leave of Absence policy. This policy is designed for students who are experiencing a hardship that makes effective academic progress unusually difficult. To be eligible, students must meet with their Student Success Specialist to provide documentation to support their request. This documentation may include but is not limited to a doctor's notice with the student's and/or their child's/dependent's name listed, or a letter from the student's employer. Each Leave of Absence must be reviewed and approved by the Director of Student Support.

### **Academic/Career Advising**

There are several ways that we intend to support your success and one of the central ways is through regular advisement. Each student will be assigned a Student Success Specialist. Your Student Success Specialist will support you in the following ways:

- Assist you in developing your goals for GED/Career and Technical Certification attainment, enhanced life skills, post-secondary education entry/re-entry and obtaining employment.
- Monitor academic progress and provide academic coaching
- Assist you in accessing supportive services for barriers that impede your successful completion of your Program Pathway.

As a CCPREP student, you will be expected to schedule regular monthly meetings with your Student Success Specialist. Academic and Career advisement will be a central component of the coaching conversations with your Student Success Specialist. These coaching sessions will emphasize personal and professional goal setting and monitoring to support your successful transition into the work world and/or post-secondary education. In addition to coaching support from your Student Success Specialist, bimonthly Employment workshops and Keys to Success seminars will be offered to introduce students to provide personal and professional development.

### **Employment Services**

Every Community College Preparatory Academy student who is seeking employment will complete a Career Pathway Plan with their Student Success Specialist before working with our Employment Specialists.

Our Employment Specialists provide students with these career-ready services:

- Employment Ready Course



- Resume Development Session
- Cover Letter Session
- Mock Interview Session
- Biweekly Employment Workshops
- Career Development Planning
- Career Counseling
- Monday Career Alerts

CCPREP encourages all our students to utilize our Employment Services. All students are welcome to attend our Biweekly Employment workshops. For our one-on-one and small group session, you must have at least 70% Attendance, be current with your monthly meetings with your Student Success Specialist and have attended at least one Employment Workshop.

### **What is the Family Education Rights and Privacy Act (FERPA)?**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. A school official has a legitimate educational interest if the official is performing a task that is specified in his or her position description or contract agreement, performing a task related to a student's education or discipline of a student, providing a service or benefit related to the student or student's family, or maintaining the safety and security of the campus. An example would be an academic advisor to a student reviewing the student's record on what courses have been completed. This is related to the task of advising the student. The advisor would not be authorized to view records that are not relevant to the task at hand. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day CCPREP receives a request for access. Eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School or other appropriate school official (Unit Directors) will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the eligible student believes are inaccurate. Eligible students may ask CCPREP to amend a record that they believe is inaccurate. They should write the Head of School; clearly identify the part of the record they want changed and specify why it is inaccurate. If CCPREP decides not to amend the record as requested by the eligible student, the school will notify the eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to withhold directory information. At its discretion, CC Prep may provide “directory information “without the consent of the eligible students in accordance with the provisions of the Act. Directory information includes:
  - A. Student Name
  - B. Address
  - C. Telephone Listing
  - D. Honors and Awards Received
5. Parents or eligible students may instruct CCPREP to withhold any or all of the information identified above (i) by completing the “Release of Student Directory Information” Form available at 3301 Wheeler Rd, SE, Washington, DC 20032. The release or notification must be provided within 30 days of the issuance of this notice.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CCPREP to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

#### **Section 504 & 504 Plans**

Section 504 is a federal statute designed to eliminate discrimination based on a disability in any program or activity receiving federal financial assistance. In accordance with Section 504, a qualified student with a physical or mental impairment that substantially limits one or more major life activities shall not, based on that disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination in any program or activity offered by CCPREP.

Qualifying a student under Section 504 is made on a case-on-case basis. Local screening committees review each student’s individual profile to determine whether there is a physical or mental impairment that substantially limits a major life activity. The committee considers the nature and severity of the impairment, its duration or expected duration and the impact of the impairment on the student’s opportunity to access and benefit from programs and activities offered by CCPREP.

If a student is determined eligible for services under Section 504, a plan will be developed in conjunction with the DC Office of Rehabilitation Services that specifies the adaptation, accommodations and modifications that a student may need to participate in programs and activities offered by CCPREP. Often, the student and school staff members can agree Informally to supports that will be provided to the student. However, a written plan documenting the points agreed upon may be useful when the school or educational setting will change, when the student is commencing to the next level of education and will need accommodations (and documentation of previous accommodations) in the workplace or at college, or when the committee members feel it may be necessary to refer to the documentation of the meeting.

## **Academics and Training Unit**

The Community College Preparatory Academy program design includes three strands of learning activities for you:

**Foundational literacy and numeracy skills** will be re-enforced through our intervention supports available to all students by an Interventionist specializing in math, reading and CTE content. Through class-embedded supports, students will receive direct instruction and computer-based intervention support that targets basic and advanced skills through the adaptive intervention software. You will not only accelerate your learning in the core skills of reading and mathematics, but you will also learn through online instruction. Additionally, you will be able to prepare for the new GED and be academically prepared for other types of online academic assessments.

- Drop-in writing and math labs will be available outside of class to support you in developing the kind of critical thinking and problem-solving skills that are necessary to the 21<sup>st</sup> century workplace.

All our students will be encouraged to complete **Microsoft Office Suite** and **National Customer Service** training to ensure that you have the essential skills required in today's workplace whatever your field of interest. At CCPREP we appreciate the complex situations often faced by our students. We offer a variety of class schedules to ensure you can meet your work and family responsibilities. Choose from morning, afternoon or evening classes.

### **English Language Learner Student Policy**

CCPREP is committed to planning for and serving any student requiring EL services and support. Students will be afforded the same opportunities to participate in both synchronous and asynchronous instruction during our distance learning period as our non-EL students.

CCPREP is prepared to provide programming that will meet all the DCMR, OSSE and DCPCSB requirements and obligations for serving this population. Our plan will include details regarding proficiency across the four language domains, how instruction will be delivered and supported across learning environments, including both distance and hybrid formats. This will also include curriculum materials being made available in the students' primary language. To comply with state and federal guidelines to provide equal opportunity for English language learners CCPREP will:

- Identify limited English Proficient students
- Assess their level of English Language proficiency
- Provide appropriate instructional support services for students identified as limited in English Proficiency.
- Monitor their academic growth with periodic evaluations and teacher input.

Once ELLs are identified, CCPREP will provide ongoing support to our students. We plan to offer a content-based ESL instructional program. Using an intensive English program, the academic

content areas of English language arts, GED preparation, ACCUPLACER readiness and mathematics are used as the vehicle for English language learning. This ensures that ELLs have access to the same academic content and performance standards as non-ELLs. All instruction is given in English, with specifically designed methodology by an ESL teacher. The ESL teacher will work directly with that student to lessen linguistic barriers to content and to ensure access and improve ESLs' comprehension.

Through a process of full inclusion in the mainstream academic activities, English language learners at CCPREP are held to the same rigorous standards as all students. Where necessary, the ESL teacher may also provide direct, one-on-one language instruction during remediation time, as opposed to during general instruction time. The direct instruction that students receive is based upon students' mastery of academic content at their assessed proficiency level. The ESL teacher and the classroom teacher will assess students' mastery and language needs based on both formal and informal assessments. For more information, or to direct questions regarding ESL services offered at the Community College Preparatory Academy, please contact the Director of Curriculum and Instruction at **202.770.3252**

### **Special Education Services**

CCPREP is an adult charter school that has chosen to opt out of the direct provision of special education services. However, we have developed a formal partnership with the Rehabilitation Services Administration that provides for the placement of a counselor on-site at CCPREP weekly to interview adults with disabilities and connect them directly to appropriate assessments and services that lead to either employment or advanced training.

Once a student with a disability has been assessed, RSA provides all necessary tools, devices and supports to enable the student's success at CCPREP and beyond, should the student choose advanced training. To date, we have had students receive a range of supportive visual devices, and technology to support their learning.

Our instructional approach for all students includes intervention services to support with math and literacy skills. To support the success of our students, this is embedded into all classes through an individually assigned interventionist. In addition, students have access to learning labs to receive additional support as needed in basic academic skills as well as career and technical content areas.

### **Schedule of Classes**

Monday through Thursday:

9:00 a.m. - 12:00 p.m., 1:00 p.m. - 3:00 p.m. – 5:30 8:45 p.m. (Friday: 9:00 a.m. - 12:00 p.m.)

### **Course Offerings Pre-Pathway Courses**

#### **Course Overview**

Pre-Pathway courses, Academic Bridge Course – Humanities and Academic Bridge Course – STEM, are designed to equip students with the proficient skills needed to be successful in preparing for their elected pathway. Students will build skills in both literacy and numeracy via

Humanities and Science, Technology, Engineering, and Mathematics (STEM) course study. Through a robust and rigorous curriculum, students will develop the knowledge to enroll into the pathway of their choice. Social studies content will be incorporated in Humanities courses as science will be infused with STEM courses.

Course placement in the General Education Development (GED) and Emergency Medical Technician (EMT) courses is contingent upon student’s Test of Adult Basic Education (TABE) scores. A student’s lowest score in mathematics and reading language arts determines whether they start their study in an Academic Bridge Course or their elected course. As students make academic gains in an Academic Bridge Course they can transition to GED Prep- Ready and EMT courses by demonstrating mastery of fundamental literacy and mathematical skills.

### Academic Bridge Courses

<b>English Proficiency Development</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Friday – 9:00am – 10:30am Monday – Friday – 10:45am – 12:15pm Monday &amp; Wednesday 7:00pm – 8:30pm</b>
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#### Course Description

Academic Bridge Course – Humanities is designed to develop students’ basic reading and writing skills via humanities: the study of history, philosophy and religion, modern and ancient languages and literature, fine and performing arts, media and cultural studies. In this course, students will develop the skills to successfully prepare them to “*bridge*” into GED Prep-Ready and select courses offered. In this course, students will be exposed to reading for meaning, identifying and creating arguments, and understanding standard grammar and language concepts. Test takings strategies will be explored to provide students with different avenues to analyze and discern correct answers to questions. There will be on-going assessments to prepare students to matriculate to GED-Prep Ready and other select courses offered.

**Prerequisite:** TABE Reading Score 501  
 TABE Math Score 496  
 75% Digital Literacy Assessment

<b>Mathematic Proficiency Development</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Friday – 9:00am – 10:30am Monday – Friday – 10:45am – 12:15pm Tuesday &amp; Thursday 7:00pm – 8:30pm</b>
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### Course Description

Academic Bridge Course – STEM is designed to enhance students’ ability to think critically and apply Science, Technology, Engineering, and Mathematics (STEM) to solve complex problems. In this course, students will develop the skills to successfully prepare them to “bridge” into GED Prep-Ready and other select courses. Students will use computation, algebra, and geometry skills and concepts to solve STEM problems. Test takings strategies will be explored to provide students with different avenues to analyze and discern correct answers to questions. The curriculum will have a balance of word and computation problems to increase students’ reading and writing skills as it relates to STEM. There will be on-going assessments to prepare students to matriculate to GED-Prep Ready and other select courses.

**Prerequisite:** TABE Reading Score 501  
TABE Math Score 496  
75% Digital Literacy Assessment Score

### Computer Essentials

#### Course Overview

Computer Essentials course is designed to enhance students’ digital literacy skills, regardless of their computer skills. Successful completion of this course can prepare students for MOS and other select courses. There is no prerequisite to take this course.

<b>Computer Literacy</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Thursday 1:00pm – 3:30pm 6:00pm – 8:30pm</b>
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### Course Description

Students obtain an overview of basic computer skills needed for success and how to get started using a computer and then moves on to more complex skills. Students learn how to find information on the Internet, how to organize the information, and how to interpret and show the information correctly. With on-going support and instructional delivery, students move from basic fundamentals of digital literacy to more advanced skills. The course uses web-based programs to increase students’ digital literacy.

**Prerequisite:** TABE Reading Score 501  
TABE Math Score 496  
75% Digital Literacy Assessment Score

## College and Career Foundations Pathway

### Pathway Overview

Everyone has dreams. Maybe your dream is getting a good career, financial stability, or a college degree. Perhaps it's being a good role model for your children. Education is what fuels our dreams. Without it, we are stuck. Now you can get the education you need! Think of us as your education GPS. The first step in getting your GED credential is understanding what it is and what it will do for you. With the completion of the GED program, all students will receive a traditional high school diploma. Earning it will change your life. You'll be able to get a better job, attend college, or even join the military. College and Career, GED Prep-Ready – Humanities and GED Prep-Ready STEM, are designed to provide the foundational skills students will need to take and master the GED assessments in Reading Through Language Arts, Mathematical Reasoning, Social Studies, and Science.

### GED Prep-Ready Courses

<b>English Test Preparation</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Friday – 9:00am – 10:30am Monday – Friday – 10:45am – 12:15pm Monday &amp; Wednesday 5:30pm – 7:00pm</b>
<p style="text-align: center;"><b>Course Description</b></p> <p>This GED Prep-Ready – Humanities course is designed to prepare students for the GED test. In this course, students will develop skills to read and understand high-level, complex texts. Via humanities (the study of history, philosophy and religion, modern and ancient languages and literature, fine and performing arts, media and cultural studies), students will develop an understanding of a text's details, including its main point and what supporting evidence is presented. Once students understand the information presented, they can think critically about it. The curriculum is designed to prepare students to reach logical conclusions about the larger subjects touched upon by different text. Test takings strategies will be explored to provide students with different avenues to analyze and discern correct answers to questions. There will be on-going assessments to determine students' readiness to take and successfully pass the GED test.</p> <p><b>Prerequisite:</b> TABE Reading Score 501 TABE Math Score 496 75% Digital Literacy Assessment Score</p>		

<b>Mathematic Test Preparation</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Friday – 9:00am – 10:30am Monday – Friday – 10:45am – 12:15pm Tuesday &amp; Thursday 5:30pm – 7:00pm</b>
<b>Course Description</b>		
<p>This GED Prep-Ready – STEM course is designed to prepare students for the GED test. Students will encounter quantitative reasoning and algebraic reasoning questions they will encounter on the GED Mathematics examination. Students will practice both algebraic and quantitative problem-solving questions to demonstrate an understanding of mathematical concepts, the skills to use those concepts, and the ability to apply knowledge in real-world scenarios. Test taking strategies will be explored to provide students with different avenues to analyze and discern correct answers to questions. Students will solve word problems by visualizing the problem, writing the equations, and solving the equations. There will be on going assessments to determine students’ readiness to take and successfully pass the GED test.</p> <p><b>Prerequisite:</b> TABE Reading Score 501  TABE Math Score 496  75% Digital Literacy Assessment Score</p>		

### **College Placement Prep**

#### **Overview**

Today’s workplace requires that all workers be lifelong learners in order to advance in their careers. Therefore, it is necessary that there be a common set of knowledge and skills that all individuals acquire to successfully transition into post-secondary education or the workplace. Students’ goals, desires, and interests influence the precise knowledge and skills necessary to be ready for success in their chosen post-secondary endeavors and the level of education needed to accomplish an individual career aspiration. The goal of the course is to improve college placements through strengthening their ELA and mathematics skills. All students should have a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.



## Admin Tech Pathway

<b>English Test Preparation/ Mathematics Test Preparation</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Thursday 1:15 pm – 3:00 pm</b>
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### Course Description

This 13-week course is designed to prepare students to enroll in and successfully complete entry-level, credit-bearing, academic programs at two- and four-year post-secondary schools or enter the workforce with the knowledge, skills, and dispositions to transition successfully. This entails having mastered rigorous content knowledge, demonstrated ability to apply knowledge through higher-order skills, and the ability to navigate the pathways that will gain access to post-secondary and employment opportunities. Students will attend Humanities classes twice a week and STEM classes the other two days.

**Prerequisite:** TABE Reading Score 501  
TABE Math Score 496  
75% Digital Literacy Assessment Score

## Admin Tech Pathway

### Pathway Overview

Every organization, company, and employer need administrative support. From office clerk to project coordinator, all the way to office manager – mastery of administrative skills and computer programs is essential in today’s professional world! The Admin Tech Pathway will assist students with the necessary skills to work administratively within an office environment. Students will be equipped with the knowledge of Microsoft Office 365 Applications (Excel, Outlook, PowerPoint, and Outlook).

The Admin Tech Pathway classes at Community College Preparatory Academy are designed as an 16-week course per application that will prepare students for the Microsoft Office Specialist 365 certification exam. This is a learning environment that includes lectures, hands-on web training, and simulations, self-motivated learning, and one-on-one consultations with your Learning Facilitator.

### Administrative Technology Pathways

<b>Microsoft Certified Professional Outlook</b>	<b>16 Week Course September 11, 2023 – January 19, 2024</b>	<b>Monday – Thursday 5:00 pm – 9:00 pm</b>
<b>Course Description</b>		
<p>At the completion of this course, students will demonstrate knowledge of Outlook 2019 by becoming a Microsoft Office Specialist (MOS). A rigorous and robust curriculum is designed to prepare students to successfully complete the MOS Outlook Associate certification assessment for Office 2019. This course, helps prepare students for the four main areas of the assessment: managing the Outlook environment for productivity, managing messages, managing schedules, and managing contacts and groups.</p> <p><b>Prerequisite:</b> TABE Reading Score 550 75% Digital Literacy Assessment Score</p>		

<b>Microsoft Certified Professional Word</b>	<b>16 Week Course September 11, 2023 – January 19, 2024</b>	<b>Monday – Thursday 9:00 am – 12:00 pm</b>
<b>Course Description</b>		
<p>At the completion of this course, students will demonstrate mastery of Word 2019 by becoming a Microsoft Office Specialist (MOS) Expert. Course work will prepare students for the MOS Word Expert certification examination for Office 2019. Students must demonstrate competency in six (6) Objective Domains: Manage Documents; Insert &amp; Format Text, Paragraphs and Sections; Manage Tables &amp; Lists; Create &amp; Manage References; Insert &amp; Format Graphic Elements; and Manage Document Collaboration.</p> <p><b>Prerequisite:</b> TABE Reading Score 550 75% Digital Literacy Assessment Score</p>		

<b>Microsoft Certified Professional Excel</b>	<b>16 Week Course September 11, 2023 – January 19, 2024</b>	<b>Monday – Thursday 5:00 pm – 8:30 pm</b>
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### Course Description

At the completion of this course, students will demonstrate knowledge of Excel 2019 by becoming a Microsoft Office Specialist (MOS). Instruction is designed to prepare students for mastery of the Excel Associate certification examinations for Office 365 and Office 2019. This course prepares students for the five main areas of focus for the Excel Associate Office 365 and Office 2019 examinations: managing worksheets and workbooks, managing data cells and ranges, managing tables and table data, performing operations with formulas and functions, and managing charts.

**Prerequisite:** TABE Reading Score 550  
75% Digital Literacy Assessment Score

<b>Microsoft Certified Professional PowerPoint</b>	<b>16 Week Course September 11, 2023 – January 19, 2024</b>	<b>Monday – Thursday 1:00 pm – 4:00 pm</b>
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### Course Description

At the end of this course, students will demonstrate knowledge of PowerPoint by becoming a Microsoft Office Specialist (MOS). Students must demonstrate competency in five (5) Objective Domains: Manage Presentations; Manage Slides; Insert & Format Text, Shapes, & Images; Insert Tables, Charts, SmartArt, 3D Models & Media; and Apply Transition and Animations.

**Prerequisite:** TABE Reading Score 550  
75% Digital Literacy Assessment Score

## Information Tech Pathway

### Pathway Overview

CC Prep’s CompTIA Certification program is popular among students in the District hoping to enter the Information Technology (IT) field. CompTIA A+ is one of the top fields that does not require a college degree to attain an entry-level position, and with an average salary of approximately \$54,000 per year. Once a student has been selected for the CompTIA IT Fundamentals class, they enter a relaxed and comfortable class setting with passionate and dedicated facilitators working with them to complete the requirements to enter the CompTIA A+ class. Students will complete Outlook and IT Fundamentals in preparation for the next level of IT

instruction. At the end of the course, and after completing the IT Fundamentals exam, students will be interviewed.

### Information Tech Course Offerings

<b>Introduction to Computer Technology Fundamentals</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Thursday 2:00pm – 4:30pm 6:00pm – 8:30pm</b>
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#### Course Description

IT Fundamentals prepares students for a career in IT. The course at CC P will prepare students for the certification exam, but will also address academic standards and disciplines that include reading comprehension, literacy, math, and critical thinking skills. This course includes a variety of questioning strategies, lab exercises, and multimedia to extend student comprehension of the various content areas.

**Prerequisite:** High school diploma or GED  
 TABE Reading Score 576  
 TABE Math Score 537  
 75% Digital Literacy Assessment Score

<b>Introduction to Computer Technology A+</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Thursday 6:00pm – 8:30pm</b>
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#### Course Description

This course is designed to prepare students to take and pass CompTIA A+ certification. Students will explore hardware, operating systems, software troubleshooting, networking, hardware, and network troubleshooting, security, mobile devices, virtualization and cloud computing, and operational procedures. Via hands-on applications, students will be better prepared to troubleshoot, problem-solve and understand a wide variety of issues ranging from networking and operating systems to mobile devices and security. A+ supports the ability to connect users and operatorion data they need to do their jobs regardless of the devices being used. CompTIA Labs are remote lab environments that enables hands-on practice and skill development in actual software applications. The virtual lab scenarios are aligned with CompTIA examination objectives and are based on real workplace events.

**Prerequisite:** High School Diploma or GED  
 75% Digital Literacy Assessment Score  
 Completed IT Fundamentals or worked in the IT field  
 A minimum of 80% attendance in IT Fundamental, if taken

<b>Network Technology</b>	<b>24 Week Course September 11 – March 15, 2023</b>	<b>Monday – Thursday 6:00pm – 8:30pm</b>
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**Course Description**

CompTIA Network+ Course Description: CompTIA Network+ is the preferred qualifying credential for network support and IT operational roles and will help you progress in your IT career – it's about much more than network monitoring. CCPREP now offers a set of comprehensive learning resources that include books, eLearning, labs and exam prep software, including reading comprehension, literacy, math, and critical thinking skills.

**Prerequisite:** High School Diploma or GED  
 TABE Reading Score 576  
 TABE Math Score 537  
 75% Digital Literacy Assessment Score  
 Completed IT Fundamentals or worked in the IT field  
 A minimum of 80% attendance in IT Fundamentals or CompTIA A+, if Taken

The Google Data Analytics prepares students to build a career as a data analyst. A data analyst collects, transforms, and organizes factual information in order to help a business make wise decisions. They work at every level and across all units of an organization in every industry sector. There are over 340,000 job openings around the United States for data analysts, and it is one of the fastest growing employment sectors regionally and nationally.

<b>Data Science Applications</b>	<b>24 Week Course September 11, 2023 – March 15, 2024</b>	<b>Monday – Thursday 6:00pm – 8:30pm</b>
<b>Course Description</b>		
<p>The Google Data Analytics Pathway is a seven-month, learner-centered introduction to Data Analytics. Students who complete this pathway will earn the Google Data Analytics Professional Certificate and develop hands-on skills in key applications and scenarios to prepare for employment as an entry-level data analyst.</p> <p>The first six months of the pathway feature an instructor-facilitated series of modules, each with a specific focus relevant to completion of the Certificate. Students will attend two live sessions per week and complete assignments asynchronously on alternating days.</p> <p>The final month of this pathway features live and online engagement with the Career Services team to leverage students’ skills and certification towards employment opportunities, as well as ongoing engagement with the Learning Facilitator as needed.</p> <p><b>Prerequisite:</b> High School Diploma or GED  TABE Reading Score 576  TABE Math Score 537  75% Digital Literacy Assessment Score</p>		

## Construction Pathway

### HVAC

#### Pathway Overview

Whether a student is just getting started on their career pathway or if they are already an experienced HVAC (Heating, Ventilation, and Air Conditioning) technician, the training and certifications gained at CC Prep’s Construction Pathway - HVAC will make them more desirable to hiring companies, and better prepare them for additional HVAC specialization certifications! Employers prefer to hire certified technicians because most customers want to work with technicians that they know have the skills to get the job done right. Students getting their certification can not only help them avoid making costly mistakes but helps give their future clients confidence when they hire them!

The HVAC curriculum consist of two components: theory and hands-on applications. Students will learn the fundamentals of HVAC and its functionality via coursework and web-based programs. After completion of the theory of the course, students will have the opportunity to apply skills acquired on HVAC apparatus. Successful completers of this pathway will earn the EPA 608 Universal and 609 Certifications, and the Indoor Air Quality, Preventative Maintenance Technician, and Green HVAC/R Certifications.

### HVAC Courses

<b>Air Conditioning, Heating and Refrigeration</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Thursday 5:30 pm – 7:00 pm</b>
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#### Course Description

Part I is dedicated to learning and mastering the fundamental skills and concepts required to earn the EPA 608 Universal Certification, which is required for any technician working in the United States on HVAC units in both residential and commercial settings. This course will review the rules and regulations regarding refrigerant recovery, recycling and reclaiming, and the effects of refrigerants on the environment. In addition to learning via presentation, demonstration, and self-study, students will work in hands-on and virtual labs to gain experience and confidence in using tools for diagnosis and repair while preparing for the certification exam sections.

**Prerequisites:** High School Diploma or GED  
 TABE Reading Score 563  
 TABE Math Score 537  
 75% Digital Literacy Assessment Score

<b>Air Conditioning, Heating and Refrigeration</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Thursday 7:00 pm – 8:00 pm</b>
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#### Course Description

Part II builds on the skills developed in Part I and includes further practical training as students prepare for the EPA 609 MVAC Certification, which is required for any technician working on automotive units, as well as Indoor Air Quality, Preventative Maintenance Technician, and Green HVAC/R Certifications that bolster a technician’s skillset and employability.

**Prerequisites:** High School Diploma or GED  
 TABE Reading Score 576  
 TABE Math Score 537  
 75% Digital Literacy Assessment Score

**Health Tech Pathway**  
**Emergency Medical Technician**

**Pathway Overview**

Emergency Medical Technicians (EMT) provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life-threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. Emergency Medical Technicians are a critical link between the scene of an emergency and the health care system.

<b>Emergency Medical Technicians (EMT)</b>	<b>16 Week Course September 25 – January 19, 2024</b>	<b>Monday – Friday 9:00 am – 4:00 pm</b>
<p><b>Course Description</b></p> <p>This course is structured in a lecture and skills format throughout the ten weeks of study. Students will be responsible for reading and completing online chapter quizzes between classes. EMT Instructors will give in-person lectures or through interactive online lectures based on these chapter readings during class. Once the academic material is covered, students will practice applying this knowledge in skills stations. There will be a written exam and a hands-on skills exam for each study units. There are several small homework assignments as well as group projects to be completed during the term. The course will culminate with a final written exam and a demonstration of skills in three different stations.</p> <p>Upon completion of the required 120 instructional hours and 24 hours of ride time, you'll be prepared to complete the National Exam Registry Certification Exam.</p> <p><b>Prerequisite:</b> Pass Field Internship Student Data Acquisition Project (EMT Assessment) High School Diploma or GED TABE Reading Score 576 TABE Math Score 596 75% Digital Literacy Assessment Score Ability to carry 150lbs with a partner</p>		



<b>Emergency Medical Technicians (EMT) – Academic Bridge Course</b>	<b>16 Week Course September 11 – January 19, 2024</b>	<b>Monday – Friday Time: 1:15pm – 3:45pm</b>
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**Course Description**

For those students whose scores were below TABE Reading score of 576 and/or TABE Math score of 596 will be enrolled in the EMT Academic Bridge Course to sharpen their reading and mathematics skills in order to meet the TABE requirements for EMT course work. Students will receive academic profiles from the TABE assessment to direct individualized instruction in both reading and math. Students will receive instruction in the academic areas to prepare them to take and master the TABE assessments.

**Prerequisite:** TABE reading score 576 and/or TABE math score 596

## Academic Supports

### Intervention

Academic Intervention Services include English and math instruction along with CTE tutoring designed to support students both in- and outside of the classroom. Intervention time is built into each class schedule and available through individual and small group sessions in designated Intervention labs. The goal is for all students to improve their basic academic skills by targeting and remediating skill gaps. This support will be provided by content-specific Interventionists who will provide the following supports:

- Direct skill remediation support in all pathways during scheduled class times
- Support will be provided 1-2 days a week, or biweekly depending on the pathway, with more frequency built in for students with more significant skill gaps. This will include one day for math support and one day for English & Language Arts
- Intervention times will range from 1 hour to 1.5 hours
- There are two Interventionists specifically supporting GED students, and three supporting CTE students

### TABE Results Review

Interventionists will review each student's results along with the prescription plan within the first three weeks of class. A copy of the plan will be shared with the student's Instructor and their Student Success Specialist.

### Intervention Labs

In addition to the embedded intervention supports, Interventionists will be available to provide individual support to students needing or requesting additional academic supports.

### In-course expectations

- Syllabus for each course
- Embedded Intervention support
- Integrated TABE Assessment Schedule
- Integrated Certification Testing
- Monthly Progress Reporting
- Progress/Attendance Alert

### Academic Bridge Course

**Rationale:** The proposed course was designed to meet the unique needs of our struggling learners and to put them on a path for success within their chosen pathway. CCPREP understands that students come to us at varying performance levels, and some students self-select pathways and often struggle as a result of specific skill deficits.

**Purpose:** The purpose of this course would be to remediate deficit areas to support improved performance in their pathway courses. The course would have two parallel cohorts servicing both GED and CTE students separately. Students are recommended for this course based upon

their initial TABE scores. The course will target those students whose performance scores fall below the NRS Level 3, which is equivalent to a third-grade reading level.

**Course duration: 8-10 weeks\*\***

Although the pace in which a student performs will determine their actual exit timeline, students will be considered for advancement every 8 weeks. Additional time may also be used to engage students and continue intensive supports until the next course cycle begins within their chosen pathway. This course will replace the pre-GED course for those within that pathway and this will be a pre-requisite course for those seeking CTE certifications.

**Digital Literacy**

This is a stand-alone course for students who lack digital literacy skills as assessed by the NorthStar assessment, or by request. Students will receive support in developing skills for basic technology usage, and navigation to actively engage in online platforms used in each course.

**Learning Platform: Google Classroom**

Google Classroom enables instructors to create an online classroom area in which they can manage all the documents that their students need. Instructors make assignments and activities from within the class, which their students complete and turn in to be graded. Google Classroom aligns with lesson plans, Gradelink as well as in-person classes.

**Student Wellness Unit**

In July of 2021, CCPREP officially opened the doors to its newly approved Student Wellness Unit. As the world approaches the wake of the global COVID-19 pandemic and the emerging demands for change and shift in how and where we facilitate education, it has become paramount that we broaden the scope of our holistic approach to programming and practices and incorporate wellness-based options into our corporate and academic frameworks.

This academic year, we have expanded our food and clothing assistance initiatives to include identified spaces at our MCT site and the addition of supplemental classes and workshops that promote mind and body wellness, including food and nutrition, parenting, financial literacy and physical fitness.

CCPREP is committed to expanding the reach of our students' voices and presence in the community in new and improved ways that coincide with our five pillars of excellence:

- Productive Citizenship
- Occupational Training
- Executive Function
- Holistic Literacy
- Mind-Body Wellness



Our approach to wellness is rooted in the understanding that an achieved balance to our work life ratios results in healthier relationships with oneself and others, reduces stress and increases peace of mind, and improves mental and physical capacity for achievement of goals and purposes. These support potential personal wellness that should yield outcomes of better time management, elongated retention of academic content, better class performance and enhanced professional skills.

## **Operations/Policies**

### **Weapons, Drugs and Alcohol**

Students' use, possession, distribution and sale of drugs and/or alcohol is strictly prohibited on school property or at any school-sanctioned activities occurring off-site. Distribution or sale of drugs or alcohol, or the intent to do so may warrant immediate expulsion and possible reporting to authorities. All weapons including, but not limited to, guns, knives, explosives, etc. are strictly prohibited at CCPREP. Violations will lead to DC Metropolitan Police Department involvement and may be grounds for immediate expulsion. Items that appear to be weapons, including toy/plastic/rubber weapons, are also banned.

These acts will result in an automatic recommendation for expulsion, which is an indefinite dismissal from CCPREP. This policy is aligned with the requirement of the federal Gun-Free Schools Act of 1994, which applies to public schools, and states that a student who is determined to have brought a weapon to school must be dismissed from the school for at least one calendar year.

CCPREP has employed security staff to ensure the safety of CC Prep students, staff and school facilities. Said security staff members are authorized to apprehend any who might jeopardize the school's safety and security, until otherwise advised by DC Metropolitan Police Department or DC authorities.

### **School Closings, Delayed Openings and Early Dismissals**

It is the practice of CCPREP to hold all regular classes on all days scheduled on the calendar. Should an emergency arise that requires the cancellation of classes and activities, students and staff will be notified via their CCPREP email addresses.

We will also post notifications on our website when possible, and post alerts on all social media channels to alert the community.

### **Lost and Found**

All lost items that are turned in to CCPREP staff can be returned or claimed within 30 days at the front desk. After 30 days, items will be donated to local shelters.



### Smoking on School Grounds

In accordance with local laws, smoking is not permitted in the building, at its entrances, or the immediate area. A minimum distance of 200 feet must be observed when smoking near CCPREP and its facilities.

### Social Media Policy

Community College Preparatory Academy recognizes that social networking has changed the way people communicate and that students want to be a part of this ever-changing platform. Social networking sites expand one's reach immensely and there are many valuable uses of these networks. However, because social networking is so accessible and has blurred the lines between personal and private, there are several concerns with social networking sites of which students should be aware.

Realize that information you post without using appropriate privacy settings may be available to anyone including CCPREP staff members, current or prospective employers, and more. While CCPREP encourages online collaboration, we would like to provide you with a set of guidelines for appropriate online conduct and to avoid the misuse of this communication medium.

- **Online can mean forever.** Remember that what you post is accessible long after you remove it. Screenshots can be taken, and comments can be forwarded or copied. Years from now current or prospective employers could find posts that you create now. If it is not something you would say to an employer in person, you should think twice about posting it online. Don't let poor judgment now prevent you from securing your dream job in the future.
- **Use privacy settings.** Understand and use the privacy settings on social networking sites. If you do not, your personal information is available to the entire world, and potentially vulnerable to those who might abuse it for their own gain. CCPREP advises against students providing personal identifying information such as date of birth, phone numbers, home addresses or class schedules on social media sites.
- **Be careful.** Be aware of who you add as a friend to your social media pages. Do not allow someone else to create and manage accounts on your behalf unless you have total access to the logins, passwords and procedures for those accounts.
- **Respect others.** Don't infringe on the privacy of others. Never post personal information or photos of others without their consent. If someone objects to photography, avoid using it as a matter of common courtesy.
- **Follow the rules.** Make sure you understand the policies and terms of use of any social media outlet you use. Displaying behavior that violates federal and/or state law could have serious consequences that could affect your future.



- **Follow CCPREP policy.** All Community College Preparatory Academy policies apply to social networking as well. Adhere to any/all applicable student policies and standards of conduct.

It is expected that all students conduct themselves in a way that exemplifies the socially responsible behavior expected of all CCPREP students.

### **Technology Usage Policy**

It is the policy of CCPREP to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, CCPREP recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, the CCPREP retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to CCPREP-owned equipment and, specifically, to exclude those who do not abide by the CCPREP's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. CCPREP reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

### **User Responsibilities**

1. Use of the electronic media provided by CCPREP is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. To maintain the privilege, users agree to learn and comply with all the provisions of this policy.

### **Acceptable Use**

1. All use of the Internet, computer and other electronic resources must be in support of educational and research objectives consistent with the mission and objectives of the CCPREP.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.



4. All communications and information accessible via the network should be assumed to be private property.
5. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
6. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
7. From time to time, CCPREP will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

### **Unacceptable Use**

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on CCPREP computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. CCPREP network may not be used for downloading entertainment software or other files not related to the mission and objectives of the CCPREP for transfer to a user's home computer, personal computer, or other media.
12. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the CCPREP.
13. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
14. Use of the network for any unlawful purpose is prohibited.



15. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
16. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
17. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless used for instructional purposes and previously authorized by the system administrator.

### **Disclaimer**

1. CCPREP cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. CCPREP will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. CCPREP makes no warranties (expressed or implied) with respect to:
  - a) the content of any advice or information received by a user, or any costs or charges incurred because of seeing or accepting any information; and
  - b) any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. CCPREP reserves the right to change its policies and rules at any time.

### **Cell Phones/Wireless Devices**

As cell phones and wireless devices are a central part of our culture, we understand the necessity of having them with us. However, they can be a distraction to the educational process unless they are being utilized as a platform for a lesson. Therefore, it is expected that cell phones and any devices not being directly used as part of a lesson will be silenced during lab and seminar time. Students will refrain from using cell phones and/or wireless devices

during class and/or meeting times unless the device is being used as part of the educational process.

Additionally, students are expected to respect classes that may be in session while they are in CCPREP's hallways. To this end, students will maintain respectable inside voices at low volumes while in the hallways; and if taking a call is necessary, students will take the call as far away from classrooms as possible and will maintain a courteous volume to avoid disrupting other students and staff.





## Discipline Policy

Expulsion = Not permitted to attend classes for up to 1 year

Major Suspension = Suspension of 5 to 10 days

Minor Suspension = Suspension of 1 to 5 days

Minor Infractions Disciplinary Action

- Smoking in a non-designated area – Minor Suspension
- Cheating/Plagiarism - Minor suspension
- Profane language - Minor suspension
- Disruptive behavior/willfully interrupting the learning process - Minor suspension
- Damage to school property - Minor suspension
- Improper use of school equipment - Minor suspension
  - Solicitation - Minor suspension

Minor infractions disciplinary action

- Defiant/Confrontational behavior - Minor suspension
- Theft - Minor suspension
- Vandalism - Minor suspension
- Disrespect to any staff or student - Minor suspension
- Graffiti or defacing School property - Minor suspension
- Improper use of technology equipment - Minor suspension

Major Infractions Disciplinary Action

- Use or sale of drugs or alcohol – Expulsion
- Bringing a firearm or explosive materials to school – Expulsion
- Providing false information for enrollment, eligibility (e.g., DC Residency) – Expulsion
- Making Threats - Expulsion or Major suspension
- Fighting or assault - Expulsion or Major suspension
- Falsely activating alarm system - Major suspension
- Sexual harassment - Major suspension
- Failure to adhere to health & safety rules, (e.g., Fire Drills etc.) - Major suspension
- Possession of a weapon, (Including but not limited to knives, brass knuckles, nun chucks, taser, stun gun, pepper spray, mace or use of everyday items as a weapon.) - Major suspension

## Discipline Review Process

When staff finds that a student has committed an infraction that may merit expulsion or suspension, he or she must submit an incident report to the **Director of Operations, Director of Academics and Training, and/or Director of Student Support** within two (2) hours of the occurrence of the infraction. The Director(s) who receives the report will meet with the student to inform the student of the infraction in question and learn what happened from the student's perspective. If the Director(s) finds that the student is in violation and further concludes that the



infraction merits expulsion or suspension, the Director(s) will ensure the discipline review process is followed.

**I. Discipline Review Process Policy (for Expulsions and Suspensions)**

When a student's behavior is deemed to be a serious violation or infraction an incident report will be submitted to the **Director of Operations, Director of Academics and Training, and/or Director of Student Support**. The Director(s) who received the report will meet with the student, hear the student's perspective on the incident, and then as warranted engage in a variety of appropriate interventions that are commensurate with the nature of the infraction. These interventions can range in a variety of measures including a verbal or written warning, mandatory consultations with a counselor and/or follow-up conferences with a school official (or designated staff). Violations relating to the sale or distribution of drugs, weapons or other serious violations that threaten the health and safety of the school community may result in a suspension or an expulsion.

**II. The Discipline Review Process Policy may include the following:**

- Written notice of the charges based on the school's investigation
- If the charges are denied, a student must be allowed to explain their version of the events to the Chief Executive Officer
- The suspension may range from one to ten days in length
- Expulsion shall be for the remainder of the school year. In extreme cases, expulsion may be indefinite
- Any decision rendered must be based upon the school's investigation.
- With respect to any suspension invoked, the student will be informed of its beginning and ending dates.
- If an appeal request is made, the student may appear and discuss the suspension or expulsion with the Director of Operations, Director of Academics and Training, or Director of Student Support. Subsequent appeals may be made to CC Prep's Board.

**Complaint Resolution Process**

**Grievance Procedure**

CC Prep encourages all students to bring complaints, concerns, or grievances to the attention of appropriate CC Prep officials. A grievance exists when a student claims that a violation, misapplication, or misinterpretation of a CC Prep policy, procedure, or practice has occurred.

It may also exist when there are claims of racial or sexual harassment or discrimination on the grounds of disability, race, religious belief, political viewpoint, sex, marital status, sexual orientation, or gender identity. During the process of a grievance, all procedures, names, and related information will be confidential unless otherwise agreed upon by all persons involved.

A student who wishes to file a grievance should first attempt to informally resolve the issue at its source; with the person whom he or she believes has violated, misapplied, or misinterpreted the



policy or procedure. If the student does not believe that he or she is capable of resolving the matter in this way, he or she is encouraged to meet and discuss the incident with the appropriate supervisor/administrator/official.

If the student is not satisfied with the result of the informal process, the student may pursue the matter by submitting, in writing, to the Director of Operations, Director of Academics and Training, or Director of Student Support, a detailed account of the grievance committed and the reason for which the grievance could not be resolved informally. The Director of Operations, Director of Academics and Training, or Director of Student Support will make the final decision regarding the grievance.

Students who wish to appeal the decision of the Director of Operations, Academic Affairs or Student Support will have the right to appeal to the Chief Executive Officer (CEO) who will make the final judgment regarding the grievance and appeal.

A grievance against the Chief Executive Officer shall be submitted in writing to the Chair of the Board of Trustees. The Board in turn will refer it to the Executive Committee for review and final disposition.

Below you will find a listing of all Board Member names and titles. If you wish to contact the Board of Trustees, please email the following: [CCPREPboard@CCPREP-academy.org](mailto:CCPREPboard@CCPREP-academy.org).

#### **Board of Trustees**

Monica Ray, Board Chair  
Ashley Mitchell, Esq., Board Liaison  
Layvon Washington, Treasurer  
Christopher Earley, Member  
Darya Davis, Member  
Donald Temple, Member  
Brian Atkins, Member  
Melvin Smith, Member  
Ty'on Jones, Member  
Darrell Gaston, Member  
Ramona Barber, Member  
Shauntel Harley, Student Member



## Fire Safety & Evacuation Procedures

We are committed to your safety and security and every effort has been made to ensure that our facility meets all requirements for safety and security. It is important that you participate in your own safety by following the following rules regarding fire safety and evacuation:

1. Learn where EXITs are now.
2. Participate in fire drills.
3. In case of fire, smoke, or irritating fumes; Don't hesitate—sound alarm.
4. Leave the building
  - Crawl if there is smoke.
  - Do not use the elevators; they are dangerous in fire.
  - If possible, take the EXIT across to the adjacent building instead of taking the stairs.
  - Otherwise, take stairs. Stairways are designed to be free of smoke and fire when fire doors are closed.
5. If you are disabled
  - Plan ahead
  - Know how to tell someone to help you
6. To help someone else get downstairs:
  - Partner with another person for the two-person carry.
  - Position yourselves on either side of the person needing help; have them grasp your upper arms or shoulders.
  - Place the arms of the person you're helping around your shoulders and the shoulders of the other helper.
7. Look for areas of refuge, for example, on the other side of the fire doors away from smoke, fire, or danger.
8. Call 911, report location of fire, and give any other pertinent information
9. Fire Extinguishers - Only use extinguishers if you are trained and knowledgeable in their use. Fire extinguishers are only effective for very small fires. If an extinguisher doesn't put out the fire, leave immediately and call for help. Even if you think the fire is out, call for help.

## Medication Distribution

As Community College Preparatory Academy is an adult charter school, we do not have nursing staff on-site at our facilities. Therefore, no medication shall be distributed by the school to its students, staff, or community members. Students who need regular medication (that does not conflict with the school's policy on drugs and alcohol) are advised to bring it themselves and are responsible for its appropriate distribution. Upon official enrollment, students are encouraged to list a point of contact for the school to reach out to in the event of an emergency.



### **Town Hall Meetings**

CCPREP holds Town Hall meetings each month, which are pre-scheduled and listed on the school's website. Students and staff are alerted to the meetings and are provided with all the necessary details to attend. Attendance is not mandatory, but highly recommended, as important updates are shared and student accomplishments are celebrated.

During instances when Town Hall meetings are held via Zoom, or another electronic meeting platform, the meetings will be recorded and shared for students who are not able to attend.

#### **TOWN HALL MEETING DATES**

##### **Time:**

**November 8, 2023**

**December 6, 2023**

**January 10, 2024**

**February 7, 2024**

**March 6, 2024**

**April 10, 2024**

**May 1, 2024**

**June 5, 2024**



**Community College Preparatory Academy PCS 2023– 2024 Calendar (no start date; we are a year-round school)**

**Jul. 3 – Jul. 7**  
Rejuvenation Break  
**No School Staff & Students**

**Jul. 10**  
New Staff  
Orientation

**Jul. 10-14**  
No School for Students

**Jul. 17**  
**Board Meeting**  
**6:30 pm – 8:00 pm**

**Aug. 10 – Aug. 31**  
**Staff Development**  
Students not in school

**Aug. 21**  
Board Meeting  
6:30 pm – 8:00 pm

**Sept. 1**  
Rejuvenation Break  
**No School Staff & Students**

**Sept. 4 (Holiday)**  
Labor Day  
**No School Staff & Students**

**Sept. 11**  
First Day of School

**Sept. 15**  
No School Staff & Students

**Sept. 18**  
Board Meeting  
6:30 pm – 8:00 pm

**Oct. 4**  
Town Hall Meeting

**Oct. 6**  
No School for Students

**Oct. 9 (Holiday)**  
Columbus Day  
**No School Staff & Students**

**Oct. 16**  
Board Meeting  
6:30 pm – 8:00 pm

**Nov. 3**  
No School for Students

**Session Time Options:**  
9 am – 12 pm (Monday through Friday)  
1 pm – 4 pm (Monday through Thursday)  
5 pm – 8:45 pm (Monday through Thursday)

**Nov. 8**  
Town Hall Meeting

**Nov. 11 (Holiday)**  
Veterans Day  
**No School Staff & Students**

**Nov. 20**  
Board Meeting  
6:30 pm – 8:00 pm

**Nov. 20-24**  
**No School Staff & Students**

**Dec. 6**  
Town Hall Meeting

**Dec. 18**  
**Board Meeting**  
**6:30 pm – 8:00 pm**

**Dec 18-Jan 1**  
Winter Vacation  
**No School Staff & Students**

**Jan. 2**  
No School for Students

**Jan. 10**  
Town Hall Meeting

**Jan. 15 (Holiday)**  
Dr. MLK, Jr.'s Birthday  
**No School Staff & Students**

**Jan. 16**  
**Board Meeting**  
**6:30 pm – 8:00 pm**

**Feb. 2**  
No School Staff & Students

**Feb. 7**  
Town Hall Meeting

**Feb. 16**  
Rejuvenation Day

**Feb. 19 (Holiday)**  
President's Day  
**No School Staff & Students**

**Feb. 20**  
Board Meeting  
6:30 pm – 8:00 pm

**Student Days – 183**  
**Teacher Days – 225**

**Staff Development Days**  
**May 24**  
**Rejuvenation Day**

**July 14, 21, 28**

**Mar. 1**  
No School for Students

**Mar. 6**  
Town Hall Meeting

**Mar. 18**  
Board Meeting  
6:30 pm – 8:00 pm

Mar. 29  
No School for Students

**Apr. 1-5**  
Spring Break  
**No School Staff & Students**

**Apr. 10**  
**Town Hall Meeting**

**Apr. 15**  
Board Meeting  
6:30 pm - 8:30 pm

**Apr. 19**  
No School for Students

**May 1**  
Town Hall Meeting

**May 3**  
No School for Students

**May 20**  
Board Meeting  
6:30 pm – 8:00 pm

**May 24**  
Rejuvenation Day  
**No School Staff & Students**

**May 27 (Holiday)**  
Columbus Day  
**No School Staff & Students**

**Jun. 5**  
Town Hall Meeting

**Jun. 19 (Holiday)**  
Juneteenth  
**No School Staff & Students**

**Jun. 17**  
Board Meeting  
6:30 pm – 8:00 pm



**APPENDIX A:**

**COMMUNITY COLLEGE PREPARATORY ACADEMY  
STUDENT HANDBOOK ACKNOWLEDGEMENT FORM**

Community College Preparatory Academy strive to be one of the BEST schools in Washington, DC. This is because we work as a team with you, staff, parents, and community members. You, the student, are a significant member of this team. Your cooperation shows in many ways.

- You take responsibility for your behavior.
- You help create a positive learning environment and school climate.
- You take pride in your school.
- You contribute to the effectiveness of your school.

We know this and are proud of you. With your help, Community College Preparatory Academy will continue to excel.

**This form must be signed and dated by you after reviewing the *2023 – 2024 Student Handbook*.**

I have received a copy of the Community College Preparatory Academy 2023 – 2024 Student Handbook. The handbook was explained, and I was given an opportunity to ask questions.

Student Last Name	Student First Name
Student Signature	Date

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