



**CONCEPT YOUNG SCHOLARS PROGRAM**  
**STUDENT & PARENT**  
**HANDBOOK**

2023-2024

[www.cysp.us](http://www.cysp.us)

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# CONCEPT YOUNG SCHOLARS PROGRAM

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## *“Empowering Future Generations”*

The MISSION of the Concept Young Scholars Program (CYSP) is to improve the students’ academic success, prepare them for college, develop strong character, nurture and empower students through Personal Development, Community Service, Physical Activities and Educational Adventures.

We ENVISION that CYSP’s structure and devoted, nurturing community build self-motivated, eager learners who are prepared for the future and ready to lead a successful life.

Concept Young Scholars program, better known as CYSP is a multifaceted program that guides, recognizes and rewards progress. This program allows CYSP scholars to build character while strengthening and empowering their experiences and preparing them for their future endeavors.

CYSP scholars must set their goal at the beginning of the school year to achieve a bronze, silver, or gold status. At the end of the year, each scholar that has accomplished their status will receive a medal in recognition of their efforts and hard work throughout the year.

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## **PROGRAM OVERVIEW**

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Students who commit to the CYSP program will be engaged in a systematic process that guides, recognizes, and rewards their progress. The program encourages activities such as academic competitions, college trips, and excursions.

Once students successfully register for the CYSP program, they will be asked to select an advisor. If the selected advisor is unavailable, students (will call scholars) will be assigned to other advisors by the school CYSP coordinator. Advisors will assist in planning activities, monitoring progress, and setting goals in the following areas:

- Personal Development
- Community Service
- Physical Fitness
- Educational Adventure

Scholars will be awarded Gold, Silver and Bronze medals and certificates at an awards ceremony held at the end of the school year. Completing the requirements for CYSP and taking advantage of educational and experiential opportunities allow scholars to build stronger portfolios for their future careers.

## SOCIAL EMOTIONAL LEARNING COMPETENCIES



**CYSP** ( Concept Young Scholars Program) truly believes in supporting the whole child for success. With that in mind, CYSP utilizes CASEL's ( The Collaborative for Social Emotional Learning) as the framework for what we aim to achieve with our scholars. We believe that Social-emotional learning (SEL) is beneficial for scholars for a variety of reasons, as it helps them develop important skills and abilities that are crucial for their personal, academic, and future success. Here are some of the key reasons why

Concept Schools believes SEL is considered essential for our scholars:

### **1. Improved Emotional Well-being:**

- SEL helps scholars understand and manage their emotions effectively, leading to better emotional regulation and reduced stress, anxiety, and depression.
- It promotes self-awareness, allowing scholars to recognize and express their feelings in healthy ways.

### **2. Enhanced Interpersonal Skills:**

- SEL teaches scholars valuable social skills like empathy, communication, active listening, and conflict resolution.
- These skills are essential for building positive relationships with peers, teachers, and family members.

### **3. Increased Self-esteem and Confidence:**

- As scholars develop a better understanding of themselves and their emotions, they tend to have higher self-esteem and self-confidence.
- This can lead to a greater sense of self-worth and a positive self-image.

### **4. Better Academic Performance:**

- SEL can have a positive impact on academic achievement. When scholars are emotionally stable and have good interpersonal skills, they are better able to focus on their studies and collaborate with peers.
- Improved emotional intelligence can also lead to better decision-making and problem-solving in academic contexts.

### **5. Decreased Behavioral Issues:**

- Scholars who receive SEL instruction are less likely to engage in disruptive or aggressive behaviors in school.
- They are more likely to exhibit pro-social behaviors, which create a positive classroom environment.

### **6. Long-term Success:**

- SEL equips scholars with life skills that are valuable beyond the classroom. These skills, such as self-discipline, resilience, and teamwork, are essential for success in the workplace and in life.

- They contribute to positive life outcomes, including career success and fulfilling personal relationships.

### **7. Reduced Bullying and Violence:**

- SEL programs can help reduce instances of bullying and violence in schools by fostering empathy and teaching conflict resolution skills.
- A more compassionate and understanding school environment benefits all scholars.

### **8. Increased Civic Engagement:**

- SEL can promote responsible citizenship by teaching scholars about social justice, ethics, and civic responsibility.
- Scholars who develop a strong sense of empathy and social awareness are more likely to become active, engaged members of their communities.

### **9. Resilience in the Face of Adversity:**

- SEL helps scholars build resilience, enabling them to cope with challenging situations, setbacks, and adversity.
- Resilience is a valuable skill that can help scholars bounce back from difficulties and continue to pursue their goals.

Concept Schools understands that social-emotional learning is good for scholars because it equips them with essential life skills, enhances their emotional well-being, improves their academic performance, and prepares them for success in school and beyond.

## **CASEL (Collaborative for Academic, Social, and Emotional Learning)**

CASEL identifies five core components of social and emotional learning (SEL), each with its own description:

### **1. Self-Awareness:**

Description: Self-awareness involves recognizing and understanding your own emotions, strengths, weaknesses, values, and goals. It's about having insight into how your feelings and thoughts influence your behavior.

Examples: Identifying and labeling your emotions, understanding your personal strengths and areas for growth, and recognizing how your emotions impact your decisions.

## **2. Self-Management:**

Description: Self-management refers to the ability to regulate and control your emotions, thoughts, and behaviors in a healthy and constructive manner. It involves setting and working towards personal and academic goals.

Examples: Managing stress effectively, setting and prioritizing goals, practicing self-discipline, and demonstrating impulse control.

## **3. Social Awareness:**

Description: Social awareness involves understanding and empathizing with the perspectives and feelings of others. It includes recognizing and respecting the diversity of individuals and cultures.

Examples: Demonstrating empathy towards others, recognizing and appreciating diversity, and understanding social norms and cues.

## **4. Relationship Skills:**

Description: Relationship skills encompass the ability to form and maintain positive, healthy relationships with others. This component includes effective communication, cooperation, and conflict resolution.

Examples: Active listening, effective communication, teamwork, resolving conflicts peacefully, and showing empathy and respect in relationships.

## **5. Responsible Decision-Making:**

Description: Responsible decision-making involves the ability to make thoughtful and ethical choices. It considers the potential consequences of actions on oneself and others and aligns choices with personal values and societal norms.

Examples: Identifying and evaluating options, considering the well-being of oneself and others, solving problems effectively, and making decisions that reflect ethical and moral principles.

These five components of SEL form a comprehensive framework that supports the development of emotional intelligence, interpersonal skills, and responsible behavior in individuals. *These competencies will be highlighted throughout our handbook.*

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# BEHAVIOR EXPECTATIONS

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School rules are to be followed at all CYSP events and activities.

## **Portrait of CYSP Scholar?**

CYSP scholars are the future leaders who build relationships and understand the importance of serving others in order to inspire action and accomplishment.

They have a sharp observation and keen interest in learning new things and ask questions to clarify what they have understood when the teacher is teaching.

They have a deep sense of respect for societal norms and the law of the land.

They always take responsibility for their acts and remain in pursuit of knowledge.

They are respectful and moral people with the courage to uphold and act upon the highest standards of ethical behavior.

They are engaged citizens who respect people's differences and are mindful of interconnectivity.

They are adaptable, resourceful and creative in the challenges of an increasingly complex world.

They demonstrate empathy, compassion, and respect for others.

They focus on character building and developing a balanced personality.

They persist to accomplish difficult tasks and to overcome academic and personal barriers to meet their goals.

They apply effective reading skills to acquire knowledge and broaden perspectives.

# CYSP PROGRAM AREAS

## PERSONAL DEVELOPMENT:

Scholars set goals to maximize their potential with the assistance of advisors who help at every stage of planning to reach goals and enable personal development. The personal development areas may include the following:

- Progress Monitoring
- Participating in Extra-Curricular Activities
- Character Education
- Enhancing Reading Skills
- Weekend & Enrichment Program
- Standardized Test Preparation
- College & Scholarship Applications

## COMMUNITY SERVICE:

Instilling the importance of public service and social responsibility to CYSP scholars is an essential role of the program. To introduce the importance of helping their community is a crucial part of the scholars' early development. With awareness for public service and community work, our scholars will gradually learn the benefits of giving their time to create a better environment for everyone. The Community Service areas may include the following:

- Community Service

## PHYSICAL FITNESS:

Nurturing a healthy lifestyle is an important aspect of the CYSP program. Scholars will improve



their quality of life through participation in fitness activities. CYSP will challenge scholars to set and achieve a measurable goal in physical activities. The Physical Fitness areas may include the following:

- Personal Physical Activities

#### **EDUCATIONAL ADVENTURES:**

The purpose of Educational Adventures is to develop in scholars a spirit of adventure and discovery. Organizing, planning, training, and completing this area requires self-reliance, determination, and cooperation. These trips are designed to further expose students to various outdoor activities while broadening their social experience. The Educational Adventures areas may include the following:

- Overnight Activities
- In Town Trip
- Out of Town Trip
- Cultural Exposure
- College & University Visits

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## **CYSP PLUS CATEGORIES**

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Harvard University researchers indicate that family engagement is critically important to student achievement by

- Improving children's literacy
- Promoting high-quality work habits and task orientation
- Preparing youth for college
- Supporting the development of social skills
- Increasing high-school graduation rates, especially students from diverse ethnic and economic

backgrounds.

With parents' involvement, parents will have a better understanding of the advisor's job and the importance of CYSP program.

CYSP program has "plus" categories with parent engagement; Bronze Plus, Silver Plus, and Gold Plus. The Plus categories are added to encourage parent engagement and participation in school activities and their scholars' events. This component is not mandatory to achieve any of the three medals but will earn special recognition for the scholars that meet the requirements of this component. All 5<sup>th</sup> to 12<sup>th</sup> grade parents or legal guardians are welcome to join the CYSP program. We encourage CYSP parents to participate in a variety of in-school and out of school CYSP-related activities as well as school functions and events with their children based on the chart below. Scholars will also earn plus recognition and extra prizes if their parents are recognized.

<b>CYSP Plus</b>	<b>Goal</b>
<p data-bbox="331 1163 781 1213" style="text-align: center;"><b>Parent Engagement</b></p> <ul data-bbox="120 1247 867 1514" style="list-style-type: none"><li data-bbox="120 1247 802 1283">• Attending CYSP Progress-Monitoring Meetings</li><li data-bbox="120 1304 867 1398">• Attending College &amp; University Visits, Trips, Cultural Exposure,</li><li data-bbox="120 1419 293 1455">• Home Visit</li><li data-bbox="120 1476 558 1514">• Engaging in School Programs</li></ul>	<p data-bbox="1057 1352 1224 1402"><b>4 times</b></p>

# CYSP: 101

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## Advisor/Scholar:

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Advisors work with scholars to help them complete their individual goals. CYSP coordinators introduce the CYSP program to the staff and volunteers from the staff can sign up to the program to become advisors. Advisors check the activities logged into the Concept database by students and help the students if they experience problems or difficulties logging in the activities they have completed. The information in the database will serve as proof that the student has completed the necessary requirements.

Any 5<sup>th</sup> to 12<sup>th</sup> grade student can become a scholar. The scholars will be responsible for meeting with their advisors to inform them of their progress. Scholars can choose their advisor at the beginning of the program from the list of available staff members. Any changes may be made at the discretion of the CYSP coordinator as needed.

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## Informational Sessions for Parents and Students:

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Once the academic year starts, schools have up to three weeks to inform students and their parents about CYSP and acquaint them with the program. The program booklet and all necessary forms will be provided by the central office.

During the first three weeks of the academic year, schools should implement these steps in order:

- Prepare a presentational meeting for staff members to familiarize them with the CYSP program and give them an advisor application form.
- Organize an informational session to introduce the CYSP program to their parents and students.
- Organize another informational session for interested students. In this meeting,

schools should provide their CYSP mentor list and application forms.

All application forms should be returned to the CYSP coordinator by the due date.

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### **Scholars Admission Process:**

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- There is no requirement for students to join the CYSP program.
- Students should choose an advisor and submit their application form.
- Advisors who run Advanced Study Teams may use the same requirements that they have set up for their teams for their CYSP groups also.
  - Advisors may establish a limit for their groups (the suggested number of students per advisor is at least 3 and at most 6).
  - CSYP coordinators and advisors are responsible for forming the CYSP groups.
  - CYSP coordinators can assign the student to any available CYSP advisor in the case that a student does not name an advisor or an advisor has reached the maximum number of students in the group.

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### **CYSP Kick-off:**

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- Schools organize a meeting for their scholars to explain the program details, requirements for medals and expectations.
  - Following the school-wide meeting, CYSP advisors have their first progress monitoring meeting with their scholars.

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## Summary of Program Requirements

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Students will complete the minimum requirements for a bronze medal first, then they reach a certain point to get their silver and gold rewards and complete the program.

Each activity will have a certain point when the students completed and logged activities their points will show up on their report card.

Each grade level and medals have different goal points. Even if the students reach the goal point they have to complete bronze requirements for each category and grade level to get their award.

Bonus activities help students reinforce other CYSP activities and provide them more flexibility and ease in the successful completion of the overall CYSP program.

These activities have no minimum requirement.

All CYSP (student and parent) ACTIVITIES SHOULD BE DONE OUT OF CLASS TIME!!! (except all school organized college and in-town/out of town trips).

Only activities completed or performed after school, on weekends or during lunch break and advisory time will be accepted as a CYSP activity.

\*\*\* ACTIVITIES (test, fitness, character education, meeting, etc.) DURING CLASS TIME, CAN NOT BE CONSIDERED AS A CYSP STUDENT/PARENT ACTIVITY \*\*\*

The requirements of the CYSP program for the 5<sup>th</sup> & 6<sup>th</sup> grades are outlined in this chart.

### CYSP 2023-2024 5<sup>th</sup> & 6<sup>th</sup> Grades

Requirement	Unit	Max # Unit (Cap)	Point-per unit	Bronze Min Requirement	Total Point for Bronze Minimum
Progress Monitoring	<i>Count</i>	30	<i>8 pts</i>	8	64 pts
Participating in Extra-Curricular Activities	<i>Session(40')</i>	80	<i>5 pts</i>	10	50 pts
Character Education	<i>Count</i>	30	<i>10 pts</i>	4	40 pts
Enhancing Reading skills	<i>Count</i>	30	<i>10 pts</i>	2	20 pts
Weekend Enrichment Program	<i>Day</i>	20	<i>30 pts</i>	0	0 pts
Standardized Test Preparation	<i>Session(40')</i>	80	<i>5 pts</i>	15	75 pts
College / Scholarship application	<i>Count</i>	10	<i>5 pts</i>	0	0 pts
Community Services	<i>Hour(60')</i>	30	<i>8 pts</i>	2	16 pts
Personal Physical Activities	<i>Hour(60')</i>	60	<i>3 pts</i>	15	45 pts
Overnight Activities	<i>Night</i>	15	<i>30 pts</i>	0	0 pts
Cultural Exposure	<i>Day</i>	10	<i>10 pts</i>	1	10 pts
In Town Trip	<i>Day</i>	5	<i>8 pts</i>	1	8 pts
Out of Town Trip	<i>Day</i>	10	<i>20 pts</i>	0	0 pts
College & University Visit	<i>Day</i>	5	<i>12 pts</i>	0	0 pts
Bonus Activity 1 (contests)	<b>Count</b>	<b>1</b>	<b>100 pts</b>	<b>0</b>	<b>0 pts</b>
Bonus Activity 2 (contests)	<b>Count</b>	<b>1</b>	<b>100 pts</b>	<b>0</b>	<b>0 pts</b>

Silver	<b>700 pts</b>
Gold	<b>1000 pts</b>

Please check the progress at <https://www.conceptsis.com/CYSP/PageManager.aspx?uc=CyspReportCard>

The requirements of the CYSP program for the 7th - 8th grades are outlined in this chart.

### CYSP 2023-2024 7<sup>th</sup> & 8<sup>th</sup> Grades

Requirement	Unit	Max # Unit (Cap)	Point-per unit	Bronze Min Requirement	Total Point for Bronze Minimum
Progress Monitoring	<i>Count</i>	30	<i>8 pts</i>	8	64 pts
Participating in Extra-Curricular Activities	<i>Session(40')</i>	80	<i>5 pts</i>	10	50 pts
Character Education	<i>Count</i>	30	<i>10 pts</i>	4	40 pts
Enhancing Reading skills	<i>Count</i>	30	<i>10 pts</i>	2	20 pts
Weekend Enrichment Program	<i>Day</i>	20	<i>30 pts</i>	0	0 pts
Standardized Test Preparation	<i>Session(40')</i>	80	<i>5 pts</i>	20	100 pts
College / Scholarship application	<i>Count</i>	10	<i>5 pts</i>	0	0 pts
Community Services	<i>Hour(60')</i>	30	<i>8 pts</i>	3	24 pts
Personal Physical Activities	<i>Hour(60')</i>	60	<i>3 pts</i>	15	45 pts
Overnight Activities	<i>Night</i>	15	<i>30 pts</i>	0	0 pts
Cultural Exposure	<i>Day</i>	10	<i>10 pts</i>	1	10 pts
In Town Trip	<i>Day</i>	5	<i>8 pts</i>	1	8 pts
Out of Town Trip	<i>Day</i>	10	<i>20 pts</i>	0	0 pts
College & University Visit	<i>Day</i>	5	<i>12 pts</i>	0	0 pts
Bonus Activity 1 (contests)	<b>Count</b>	1	<b>100 pts</b>	0	0 pts
Bonus Activity 2 (contests)	<b>Count</b>	1	<b>100 pts</b>	0	0 pts

Silver	<b>750 pts</b>
Gold	<b>1200 pts</b>

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The requirements of the CYSP program for the 9th -11th grades are outlined in this chart.

### CYSP 2023-2024 9<sup>th</sup> 10<sup>th</sup> & 11<sup>th</sup> Grades

Requirement	Unit	Max # Unit (Cap)	Point-per unit	Bronze Min Require ment	Total Point for Bronze Minimum
Progress Monitoring	<i>Count</i>	30	<i>8 pts</i>	8	64 pts
Participating in Extra-Curricular Activities	<i>Session(40')</i>	80	<i>5 pts</i>	10	50 pts
Character Education	<i>Count</i>	30	<i>10 pts</i>	4	40 pts
Enhancing Reading skills	<i>Count</i>	30	<i>10 pts</i>	2	20 pts
Weekend Enrichment Program	<i>Day</i>	20	<i>30 pts</i>	0	0 pts
Standardized Test Preparation	<i>Session(40')</i>	80	<i>5 pts</i>	20	100 pts
College / Scholarship application	<i>Count</i>	10	<i>5 pts</i>	0	0 pts
Community Services	<i>Hour(60')</i>	30	<i>8 pts</i>	5	24 pts
Personal Physical Activities	<i>Hour(60')</i>	60	<i>3 pts</i>	15	45 pts
Overnight Activities	<i>Night</i>	15	<i>30 pts</i>	0	0 pts
Cultural Exposure	<i>Day</i>	10	<i>10 pts</i>	1	10 pts
In Town Trip	<i>Day</i>	5	<i>8 pts</i>	0	0 pts
Out of Town Trip	<i>Day</i>	10	<i>20 pts</i>	0	0 pts
College & University Visit	<i>Day</i>	5	<i>12 pts</i>	1	12 pts
Bonus Activity 1 (contests)	<b>Count</b>	1	<b>100 pts</b>	0	0 pts
Bonus Activity 2 (CA)	<b>Count</b>	1	<b>100 pts</b>	0	0 pts

Silver	<b>800 pts</b>
Gold	<b>1300 pts</b>

Please check the progress at <https://www.conceptsis.com/CYSP/PageManager.aspx?uc=CyspReportCard>



The requirements of the CYSP program for the 12th grades are outlined in this chart.

<b>CYSP 2023-2024 12th Grade</b>					
<b>Requirement</b>	<b>Unit</b>	<b>Max # Unit (Cap)</b>	<b>Point-per unit</b>	<b>BRONZE Min Require ment</b>	<b>Total Point for Bronze Minimum</b>
Progress Monitoring	<i>Count</i>	30	8 pts	8	64 pts
Participating in Extra-Curricular Activities	<i>Session(40')</i>	80	5 pts	0	0 pts
Character Education	<i>Count</i>	30	10 pts	2	20 pts
Enhancing Reading skills	<i>Count</i>	30	10 pts	1	10 pts
Weekend Enrichment Program	<i>Day</i>	20	30 pts	0	0 pts
Standardized Test Preparation	<i>Session(40')</i>	80	5 pts	0	0 pts
College / Scholarship application	<i>Count</i>	10	5 pts	2	10 pts
Community Services	<i>Hour(60')</i>	30	8 pts	0	0 pts
Personal Physical Activities	<i>Hour(60')</i>	60	3 pts	0	0 pts
Overnight Activities	<i>Night</i>	15	30 pts	0	0 pts
Cultural Exposure	<i>Day</i>	10	10 pts	0	0 pts
In Town Trip	<i>Day</i>	5	8 pts	0	0 pts
Out of Town Trips	<i>Day</i>	10	20 pts	0	0 pts
College & University Visit	<i>Day</i>	5	12 pts	1	12 pts

Silver	<b>300 pts</b>
Gold	<b>550 pts</b>

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# Explanations, Examples & Entries

## Personal Development

**Social-emotional learning (SEL)** standards often encompass a range of competencies, including *personal development*. Personal development within SEL typically involves helping scholars develop self-awareness, self-regulation, and a positive self-concept. Here is how it aligns with all five competencies.

### 1. Self-Awareness:

scholar are able to recognize and accurately label their emotions, they can understand their own strengths and weaknesses, they are able to identify and describe their own values, beliefs, and interests as well as demonstrate self-confidence and a positive self-image.

### 2. Self-Management:

scholar can develop strategies to regulate and manage their emotions effectively they can set and work toward personal goals, they can also demonstrate self-discipline and impulse control, as well as exhibit stress management skills and coping strategies.

### 3. Social Awareness:

scholar demonstrate empathy and understanding of others' emotions and perspectives. They also recognize and appreciate diversity in cultures and backgrounds. Personal development also shows scholars how to be respectful to others' feelings, opinions, and boundaries, while exhibiting a sense of social responsibility and community awareness.

### 4. Relationship Skills:

scholar communicate effectively with peers, teachers, and other individuals. They also build and maintain positive relationships. They focus on resolving conflicts peacefully and constructively while demonstrating teamwork and cooperation in group settings.

## 5. Responsible Decision-Making:

scholar identify and analyze potential consequences of their actions while considering ethical and moral principles when making decisions. scholar also will learn how to evaluate and choose appropriate solutions to problems while making responsible choices that align with personal values and societal norms.

For CYSP, personal development is a crucial component of social-emotional learning, as it focuses on helping scholars develop a strong sense of self, emotional intelligence, and the ability to make responsible choices. These skills are not only important for their personal well-being but also for their success in academic, professional, and social contexts.

## PROGRESS MONITORING

*Progress monitoring is used to assess students' performance; check students' prior tasks, providing meaningful feedback and assigning new weekly tasks/goals. Research has shown that when teachers utilize this tool effectively, students benefit more, their decision making improves, and students become well aware of their own performance.*

Progress Monitoring is one of the essential requirements of the CYSP program. We as advisors must follow our scholar's progress and guide them to plan all activities throughout the year. Additionally, advisors should have a good rapport with their students and parents.

Advisors must meet CYSP scholars on a regular basis (strongly recommended weekly or biweekly) to review past progress and give scholars new goals for future activities.

There should be at least one week between two progress monitoring meetings; this can happen individually or in a group. Scholars cannot have progress meetings with other advisors.

Recommended minimum meeting time is 10 min for individual meetings and 30 min for group meetings.

This category is mandatory for all students. The point value allocated to this category is 8 points. The maximum Progress Monitoring Meeting entries allowed for each student are up to

30 times throughout the school year.

**Examples:**

- A group meeting at school.
- A group meeting out of school such as at a public library, McDonald’s, Starbucks, etc.
- An individual or group meeting in school, during lunch, after school, or on weekends.
- An individual or group meeting during a scholar’s home visit with his/her parent(s).

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Progress Monitoring	✓	✗	✗	✗	✗	✗

**SEL Competencies:**

*Self Awareness:* CYSP Goal settings process.

*Self Management:* CYSP Goal settings process.

*Relationship Skills:* Meeting with advisors.

**The entry to Log:**

Only advisors may enter their scholars’ progress monitoring meetings log in their Concept SIS under “Progress Monitoring”.

<b>Suggested Progress Monitoring Advisor Checklist</b>		<b>CYSP Students</b>					
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
	Please go over the 8 items below (if applicable) with your students						
1	Provide an electronic device to students to enter their activities to Concept SIS with their proof (if applicable).						
2	(If applicable) provide a makeup date and time for missing CYSP activities						
3	Check student's CYSP report card and inform the student of her/his missing activities						
4	Check student's academic report card, and go over their missing assignments and low grades						
5	Develop strategies for students' missing assignments and low grades						
6	Determine/plan/set up upcoming events and their dates and inform the students						
7	Provide upcoming events' permission slips to students						
8	Provide more info and documents for Summer CYSP Activities (If applicable)						

## **PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES**

*Extra-curricular activities help challenge and give students the opportunity to develop new skills outside of class. Specifically for High school students, extra-curricular activities can help during their college application process. Activities include arts, athletics, clubs, employment, personal commitments, and other pursuits.*

Extra-curricular activities are a variety of after school programs. We accept out of school programs as well. 3 major categories are clubs, advanced study teams, and sports teams.

These activities can be school related and should be led by a coach or teacher. If

activities performed out of school, proof of completion is necessary.

This category is mandatory for most students and optional for seniors. The point value allocated to this category is 5 points. The maximum Extra-curricular activity entries allowed for each student are up to 80 sessions throughout the school year. This applies to all who participate in this activity.

**Examples:**

- Language Club, Dance Club, Math Club
- STEM Team, Robotics Team, Soccer Team
- Book discussions club with advisors

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Participating in Extra-Curricular Activities	✓	✓	✓	✓	✗	✗

**SEL Competencies:**

*Self Awareness:* Making decision for attending club,

*Self Management:* Making progress about club activity.

*Relationship Skills:* Team activities.

**The entry to Log:**

Scholars enter their extra-curricular activities information in their Concept SIS student account under “Participating Extra-Curricular Activities”.

## CHARACTER EDUCATION

Character education and social-emotional learning (SEL) are integral components of our scholars' development, aimed at nurturing their moral, civic, well-mannered, respectful, non-bullying, healthy, critical, successful, traditional, compliant, and socially responsible traits. These initiatives serve as teaching methods that instill ethical values, responsibility, and emotional intelligence in our scholars, emphasizing the importance of qualities like caring for others, honesty, accountability, empathy, and self-awareness, which are essential for them to grow into upright young adults.

We believe that by actively participating in Character Education and SEL, our scholars will not only enhance their academic achievements but also develop into responsible, ethical, emotionally intelligent, and compassionate individuals, contributing positively to our school community and society at large.

*Character education lessons are sessions that are designed and delivered in a manner that will help students develop variously as moral, civic, well mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant and socially acceptable beings.*

Basic character education lessons for advisors are available on the CYSP website (<http://cysp.us/character-education/>). Advisors provide character education lessons with their scholars and assign them related work with the topics.

This category is mandatory for all students. The point value allocated to this category is 10 points. The maximum Character education entries allowed for each student are up to 30 times throughout the school year.

**Suggested Character Education Lessons** should be at least 30-45 minutes:

10-15 minutes: Advisor will go over the PPT presentation or video

10-15 minutes: Discussion about topics (students will share their opinions/thoughts about the topics).

\*\*\*Each character education lesson, topic, and the task should be different\*\*\*

**Examples:**

- A group lesson with a teacher or instructor about a character lesson.

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Character Education	✓	✓	✓	✗	✗	✗

**SEL Competencies:**

*Self Awareness:* Learning Character Traits,

*Responsible Decision Making:* Applying learned Character traits to life.

*Relationship Skills:* Role Play activities.

**The entry to Log:**

Only advisors enter their character education information in their Concept SIS student account under “Character Education”.

## ENHANCING READING SKILLS

*Reading helps develop a student's cognition, through thinking, processing, comprehension and writing ability. As Reading is a thinking process, we want to continue to*



*challenge and engage our students, ensuring that they become strong individual readers.*

Reading develops the mind and is fundamental to function in today's society. Reading is important because words - spoken and written - are the building blocks of life.

Students select and read books appropriate to their reading levels, and complete a book report or provide Accelerated Reader (AR) test scores as proof if available.

This category is mandatory for all students. The point value allocated to this category is 10 points. The maximum Reading entries allowed for each student are up to 30 books throughout the school year.

**Examples:**

- Completed book from the provided CYSP book list with AR test score (min. 80%).

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Enhancing Reading skills	✓	✓	✓	✓	✓	✓

**SEL Competencies:**

*Self Awareness:* Reflective Writing

*Self Management:* Getting the habit of reading by yourself

**The entry to Log:**

Scholars enter their book reading the information in their Concept SIS student account under "Enhancing Reading Skills".

## Great Free Reading Platform for K-12 Students

- [NEWSELA](#)
- [EPIC](#)
- [WHOSREADING](#)
- [Actively Learn](#)

Other great free resources for reading activity

- [TeachingExpertise](#)
- [Earth Day Reading Passages](#)
- [EducatorsTechnology](#)
- [WeareTeachers](#)

## WEEKEND ENRICHMENT PROGRAM

*Weekend enrichment programs' main aim is to transform potential into excellence. This is achieved through the various activities and services planned for students.*

Extending the school day beyond the traditional academic day into weekends enriches our scholars' overall academic, and personal development. Planning programs that engage them with exciting subjects in a relaxed setting.

Weekend Enrichment Program should be a school planned program. Weekend Enrichment Program must be at least 2 sessions for 5th through 8th grades and 3 sessions for high schools. If this is not scheduled or less than the minimum required hours, then we consider activities as extra-curricular.

This category is optional for all levels, however, these activities are very important in terms of its point value and this will help gold and silver students reach their goal at the end of the year. The point value allocated to this category is 30 points. The maximum Weekend Enrichment program entries allowed for each student are up to 20 times throughout the school

year.

**Examples:**

- Saturday school organized by the school administration or school coordinator.
- Advance study course provided by individual advisors during weekends.
- Weekend Robotics, Science Fair or Language Contest prep in a group with a teacher.
- Any sport club activities which are led by a designated coach or advisor during the weekend.
- Educational camps, leadership camps, academic camps, and club related camps are considered weekend enrichment program

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Weekend Enrichment Programs	✓	✓	✓	✗	✗	✗

**SEL Competencies:**

*Relationship Skills:* Participating in Weekend Enrichment activities.

**The entry to Log:**

Advisors enter their Weekend Enrichment Program information in their Concept SIS student account under “Weekend Enrichment Program”.

## STANDARDIZED TEST PREPARATION

*Students are given an opportunity to take / plan Standardized test practice sessions. These sessions serve as a mock test in which students can take a test before their real test. More importantly, the outcomes of the session allow students to reflect on their scores and see*

*where their strengths lie or indeed areas that still need improvement. This allows them to then focus on those areas that still need mastering.*

Studying is important because it is essential for a person to develop a complete education and provides students with the opportunity to develop study habits, time management skills and self-discipline.

This category is mandatory for most students and optional for seniors. The point value allocated to this category is 5 points. The maximum Standardized Test Preparation entries allowed for each student are up to 80 sessions throughout the school year. This applies to all who participate in this activity.

**Examples:**

- All Standardized Test Preparation should be out of class time !!! (after school, before school, during lunch break, weekend)
- Individual test prep from an outside organization.
- Complete standardized test prep at home.
- ACT, SAT, EOC, AP Exam Prep tests
- Online test practice during overnight and camp activities.
- Test prep websites such as Khan Academy, Measuring up, Study Island, IXL, Aleks, edulastic etc. Please check the student's study time frames and duration.
- **Test prep which continues after the compulsory Weekend Enrichment Program hours may also be counted (Middle School: 2 hours minimum, High School: 3 hours minimum).**
- **Tutoring is not considered as Standardized Test Preparation**

**Activities below cannot count as an standardized test prep**

-Homework

-Any kind of test, test practice, tutoring, work, etc. during class time

-Any kind of subject related test prep during the computer class, etc..

-Schoolwide (all students are working on test prep which is organized by school) test prep

cannot be counted If it is during the school hours.

- Edgenuity (as an online course)

- Tutoring

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Standardized Test Preparation (After school)	✓	✓	✓	✓	✓	✓

**SEL Competencies:**

*Self Management:* Improving test skills.

**The entry to Log:**

Scholars enter their individual test prep information in their Concept SIS student account under “Standardized Test Preparation”.

## COLLEGE / SCHOLARSHIP APPLICATIONS

In the climate of competitive admission, students need college guidance counselors’ help finalizing their lists of colleges they plan to apply to. Five to eight applications are usually recommended to ensure that a student is accepted into a suitable institution.

This category is mandatory for senior students and optional for all other high school grades. The point value allocated to this category is 5 points. The maximum College/Scholarship Application entries allowed for each student are up to 10 times throughout the school year. This applies to high school students who participate in this activity.

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
College / Scholarship Applications	✓	✓	✓	✓	✓	✓

**The entry to Log:**

Scholars enter their College/Scholarship Applications information as 1 entry for 1 complete application in their Concept SIS student account under “College/Scholarship Applications”.

## Community Service

Engaging in community service is a vital opportunity for scholars to actively contribute to their community, leaving a lasting, positive impact on society. Through volunteerism, scholars not only provide essential services to those in need but also acquire valuable life skills, knowledge, and key elements of Social-Emotional Learning (SEL) that are essential for their holistic development.

Volunteerism is an avenue for scholars to gain practical life skills and knowledge while simultaneously nurturing their social and emotional growth. When they participate in community service, they witness firsthand the significant impact their efforts can have on the community, fostering empathy, and a sense of social responsibility. SEL skills such as empathy, communication, teamwork, and conflict resolution become tangible and relevant through these experiences.

Community service hours can be earned either within the school or through external organizations. It's important to note that this category is mandatory for all scholars except seniors, with a point value of 8. Each scholar can record up to 30 entries of community service throughout the school year, with each session lasting between 40 minutes to an hour.

Participating in community service, with a focus on SEL, not only benefits the community but also fosters personal growth, social awareness, and emotional intelligence among scholars. It instills in them the importance of contributing to the welfare of others and empowers them to become active, engaged, and socially responsible members of society, all while developing essential SEL skills that are crucial for their overall well-being.

CYSP believes that community service can effectively address all five components of the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework, contributing to students' holistic development:

### **1. Self-Awareness:**

Scholars can begin to recognize their own areas of strengths and weaknesses, through community service, scholars can recognize their strengths, such as leadership, teamwork, or problem-solving abilities. They may also identify areas for personal growth. Scholars will be challenged to grow in emotional awareness when they begin to engage with diverse individuals and communities in need can enhance scholars' emotional awareness as they experience empathy, compassion, and a deeper understanding of the emotions of others.

### **2. Self-Management:**

Scholars are taught self-regulation skills via community service often involves managing one's time, emotions, and actions effectively, especially in challenging situations or when dealing with unexpected issues. Scholars are also taught goal setting skills. Scholars can set goals for their community service projects, whether it's helping a certain number of people or achieving a specific outcome.

### **3. Social Awareness:**

Scholars are taught the skill of empathy through community service because it requires students to connect with and understand the needs and perspectives of others. This fosters empathy and a broader worldview. Community service also helps scholars appreciate diversity. Working with diverse communities exposes students to different cultures, backgrounds, and perspectives, promoting an appreciation of diversity.

#### **4. Relationship Skills:**

Scholars learn effective communication is essential in community service, as scholars interact with community members, fellow volunteers, and project organizers while working through teamwork and collaborating with others on community service projects strengthens teamwork, cooperation, and conflict resolution skills.

#### **5. Responsible Decision-Making:**

Scholars work through ethical decision-making while engaging in community service. Community service often involves making decisions with ethical implications, such as how to allocate resources or prioritize needs. Students learn to make responsible and ethical choices while using problem-solving skills. Scholars learn how to address community needs that require creative problem-solving, helping scholars develop critical thinking and decision-making skills.

CYSP believes that community service provides a rich context for students to practice and develop the five components of the CASEL framework. It allows them to cultivate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making while making positive contributions to their communities.

## **COMMUNITY SERVICE ACTIVITIES**

Community service hours can be earned at school or an outside organization.

If the community service was done in an institution other than the school, it is necessary to bring a document from the institution supervisor.



This category is mandatory for all students except seniors. The point value allocated to this category is 8 points. The maximum Community Service entries allowed for each student are up to 30 times throughout the school year. Each session must be 40 minutes to an hour in length.

**Examples: \*\***

- Students can earn community service hours at school events
- Help in various community relief events, (e. g., volunteering at a nursing home, fundraising for a natural disaster, food bank activity, helping at a homeless shelter, clean-up activities)
- Volunteering at a non-profit organization.
- A service-learning project in one of your classes.
- A volunteer service project required for a class (i.e. Life Skills volunteer hours).
- Community organizing including voter registration and political campaigns.
- Service learning projects outside of class, including the training and preparation time (training must be directly related and cannot exceed 50% of the number of related service hours).
- Time served with a faith based institution that does NOT include teaching or promoting one faith.
- AmeriCorps
- NCCC
- Animal Care Shelter Work
- Aquatics/Water Safety Instructor
- Camp/Outdoor School Volunteer Civil Air Patrol Conservation Projects Crime Prevention Disabled Citizen Assistance Fire Dept. or Police Volunteer First Aid Instructor Health Service Hospital Volunteer Immigrant Services Interpreter Library Work Meals on Wheels Nursing Home/Aid to Elderly Park Volunteer Public Housing Services Red Cross Volunteer Safety Escort for Young Children Tutoring within the Community United Way Volunteer VISTA Program YMCA Volunteer.

\*\* Please refer to the State and Concept High school guidelines.

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Community Service	✓	✓	✓	✓	✓	✓

### SEL Competencies:

*Social Awareness:* Organizing and Participating in Community service activity.

*Relationship Skills:* Connecting with communities.

### The entry to Log:

Scholars enter their community service and information in their Concept SIS student account under “Community Service”.

## Physical Fitness

Exercise is a crucial element for enhancing overall health, maintaining fitness, and reducing the risk of potential health issues. It's imperative for scholars to establish a balanced lifestyle that incorporates regular physical activity, steering clear of a sedentary way of life.

Engaging in sports activities on a regular basis not only contributes to improved physical health but also enhances scholars' concentration on their schoolwork and contributes to their overall well-being and happiness.

In the CYSP program, scholars are expected to fulfill the physical fitness requirements. They can complete their physical fitness hours either at home or with their CYSP groups. It's important to note that physical education classes and daily routines like walking to school do not count toward CYSP physical fitness hours. For most scholars, participation in this category is

mandatory, while seniors have the option to participate. The point value assigned to this category is 3 points. Each scholar is permitted to log a maximum of 60 hours of Physical Fitness activities throughout the school year, a limit that applies to all participants in this activity.

Physical fitness and social-emotional learning (SEL) are closely interconnected, and engaging in physical activity can have a significant positive impact on a scholar's social and emotional well-being.

### **1. Self-Awareness:**

Physical fitness activities encourage scholars to become more aware of their bodies, physical abilities, and limitations. This self-awareness can lead to a better understanding of their emotions and stressors. When scholars engage in physical activities, they may notice changes in their mood, energy levels, and overall well-being, contributing to greater emotional self-awareness.

### **2. Self-Management:**

Regular physical activity helps scholars develop self-discipline and self-regulation. They learn to set goals, establish routines, and persevere through challenges. These skills in self-management can be applied to emotional regulation as well, helping scholars cope with stress, anxiety, and other emotions in healthy ways.

### **3. Social Awareness:**

Physical fitness often involves group activities, such as team sports or group fitness classes. Participating in these activities fosters social awareness as scholars learn to cooperate, communicate, and empathize with their peers. They become more attuned to the needs and feelings of others, promoting stronger interpersonal relationships.

#### **4. Relationship Skills:**

Physical fitness activities provide opportunities for scholars to develop and strengthen their relationship skills. They learn to work collaboratively, resolve conflicts, and communicate effectively within a team or group setting. These skills can be transferred to other social contexts, improving their ability to form and maintain positive relationships.

#### **5. Responsible Decision-Making:**

Physical fitness encourages responsible decision-making related to health and well-being. Scholars learn the importance of making choices that promote their physical health, such as eating nutritiously and staying active. These responsible decision-making skills can extend to other areas of life, including making ethical and safe choices in various situations.

#### **6. Emotional Regulation:**

Engaging in physical activity can be an effective way to release stress, manage anxiety, and improve mood. Exercise triggers the release of endorphins, which are natural mood boosters. Scholars who incorporate physical fitness into their routines often report feeling more emotionally balanced and better equipped to handle stressors.

#### **7. Confidence and Self-Esteem:**

Achieving physical fitness goals can boost a scholar's confidence and self-esteem. When they see progress in their physical abilities, it can translate into increased self-assurance in other aspects of life, leading to improved emotional well-being.

## **PERSONAL PHYSICAL ACTIVITIES**

CYSP believes that incorporating physical fitness into educational settings not only promotes physical health but also supports the development of crucial social and emotional skills. It

provides a holistic approach to education that recognizes the interconnectedness of physical, social, and emotional well-being, ultimately contributing to scholars' overall growth and success.

Physical education class and daily routines such as walking to school do not count towards CYSP physical fitness hours.

This category is mandatory for most students and optional for seniors. The point value allocated to this category are 3 points. The maximum Physical Fitness entries allowed for each student are up to 60 hours throughout the school year. This applies to all who participate in this activity.

Advisors may inform students about healthy food and drink choices to maintain their healthy lifestyles.

Advisors may inform students about the benefit of 10 thousand steps. The American Heart Association recommends 10,000 Steps a Day or About Five Miles of Walking.

**Examples:**

- Exercising, biking, jogging, swimming, etc.
- CYSP groups can do sports activities together such as playing soccer, basketball etc. in school or out of school.
- Aerobics Badminton Baseball Basketball Bicycling Boxing Canoeing/Kayaking Dancing Equestrian Fencing Field Events Figure Skating Fitness Walking Football Golf Gymnastics Handball Hiking Hockey Martial Arts Personal Workout Pilates Racquetball Rafting/Rowing Rollerblading Rugby Running or Jogging Sailing SCUBA Diving Skateboarding Skiing Spinning Soccer Tennis Volleyball Weight training Wrestling Yoga

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Personal Physical Activities	✓	✓	✓	✓	✓	✓

### SEL Competencies:

*Self Management:* Encouraging to do sports in spare time.

### The entry to Log

Scholars enter their physical fitness information in their Concept SIS student account under “Personal Physical Activities”.

## Educational Adventures

Educational adventures can be closely tied to the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework as they offer a holistic learning experience that encompasses several of its components:

### 1. Self-Awareness:

During educational adventures, scholars often face new and unfamiliar challenges. These experiences can help them become more self-aware by highlighting their strengths and areas for growth. They may discover hidden talents or develop a better understanding of their emotions and reactions in different situations.

### 2. Self-Management:

Educational adventures require planning, organization, and the ability to adapt to changing circumstances. Scholars learn to manage their time effectively, set goals for the adventure, and

make responsible choices, which are all elements of self-management.

### **3. Social Awareness:**

Educational adventures often involve interactions with diverse groups of people, whether it's peers, instructors, or community members. This exposure can enhance scholars' social awareness by broadening their perspectives and helping them better understand the needs and perspectives of others.

### **4. Relationship Skills:**

Collaborative activities during educational adventures promote the development of relationship skills. Scholars must communicate, cooperate, and problem-solve with their peers, which can lead to the formation of stronger bonds and improved interpersonal skills.

### **5. Responsible Decision-Making:**

Scholars are often faced with choices during educational adventures, such as how to navigate challenging terrain or allocate limited resources. These decisions can have consequences, providing scholars with opportunities to practice responsible decision-making and ethical reasoning.

### **6. Emotional Regulation:**

Educational adventures can be emotionally challenging, especially when students step out of their comfort zones. They may experience fear, excitement, frustration, and other emotions. Learning to cope with and regulate these emotions in a novel environment is a valuable skill.

### **7. Confidence and Self-Esteem:**

Successfully completing challenges and achieving goals during educational adventures can boost scholars' confidence and self-esteem. This newfound confidence can positively impact their overall well-being and sense of competence.

CYSP believes that educational adventures can align with the CASEL framework by providing opportunities for scholars to develop self-awareness, self-management, social awareness,

relationship skills, responsible decision-making, emotional regulation, and confidence. These experiences contribute to scholars' holistic growth and support their academic, social, and emotional development.

## OVERNIGHT ACTIVITIES

The primary objective of overnight activities is to foster stronger relationships among scholars, provide a fun and enjoyable experience, and facilitate skill development outside of the traditional classroom and school environment. These overnight events are thoughtfully planned to encompass a wide range of CYSP activities, spanning from individual test practice to community service and extracurricular engagement.

Scholars participating in the program have the opportunity to take part in overnight and sleepover activities. These events can occur at various locations, adding diversity to the experiences. Additionally, school lock-in events will be organized throughout the year, allowing scholars to earn CYSP overnight activity points.

To ensure clarity and safety, advisers will furnish parents with permission slips that contain specific event details for overnight activities. It's important to note that for an activity to qualify as an overnight activity, advisers or school staff members must be present with the scholars. Only events organized by the school will count as official overnight activities.

Other activities conducted during overnight events and camps, such as test preparation, tutoring, and physical fitness, can be recorded separately. It's essential to avoid duplicating the same activity under two different categories.

CYSP believes that overnight activities serve as a holistic and enjoyable way for scholars to engage with various aspects their own personal growth while reinforcing relationships, and providing opportunities for skill development outside of the standard school setting.

**Advisers/school staff members should be present with the scholar in order for the activity to count as an overnight activity. Only school-organized events will count as overnight activities. All other activities completed during overnight activities and camps (such as test prep, tutoring and physical fitness) can be logged in separately. One**



activity cannot be written twice under two different categories.

**Examples: \***

- School lock-in events (at least with 2 supervisors)
- Out of town camping trips sponsored by school
- Focus study group overnight activities
- Out of town college trips
- Out of state school events, (e.g., MATHCON, CONSEF)
- All overnight activities must implement an educational component.

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Overnight Activities	✓	✓	✓	✗	✗	✗

**SEL Competencies:**

*Relationship Skills:* Building relationships with their peers.

**Logbook Entry:**

- Advisers will accompany students during these events and they will record all overnight activity events in the CYSP tab.
- Only Advisers can enter overnight activity information in the CYSP tab “College Trip (Out of Town)”, “Out of town trip” or “Overnight Activity”.
- If an out of town trip is two days or more, it will count as overnight through the SIS system. Advisers or scholars just need to enter the number of trip days in CYSP logbooks as “Out of town trip” or “College Trip (Out of Town)”.

## **Trips and Overnight Activities Rules and Regulations:**

Trips and Overnight activities are sponsored school functions; therefore, all rules, regulations and policies of school are in effect.

No student will be allowed to participate on a trip or overnight activity without a signed permission slip (signed by student and parent/guardian) of these rules, which must be turned in prior to overnight trips.

### **Conduct:**

Remember you are representing your family, your team, your school, and your community. Conduct yourself accordingly. All CYSP trips and overnight activities are a privilege, not a right. Inappropriate behavior of any type as deemed by the advisor or chaperone will not be tolerated! Disruptive actions on your part may not only lead to serious consequences for you, but also cancellation of future school trips and CYSP related activities.

The following forms of behavior will not be tolerated at any time on the trip.

- 1.Smoking (including cigarettes, cigars, marijuana, etc.)
- 2.Drinking alcohol
- 3.Use of drugs or illegal substances or their possession
- 4.Any form of bullying.
- 5.Leaving the group unexcused (AWOL)
- 6.Abusing the curfew
- 7.Vandalism – Damage to property
- 8.Fighting – verbal or physical
- 9.Tardiness
- 10.Use of improper or abusive language

11. Disrespect toward advisors, chaperones, other students, and other people in general

Any violation of rules 1, 2, 3, 4, and 5 may result in suspension or expulsion from school and possible dismissal from the CYSP program. Please refer to your School Student Handbook for further explanation of school policies. Violation of rules 6 through 11 will be reviewed by the staff and may result in serious consequences. If there are concerns, please feel free to discuss them with your advisor or chaperons.

Baggage Inspection:

All luggage, purses, and carry-on bags might be inspected prior to leaving. Students found in violation of school rules and trip policy (depending on the violation) will not be allowed to participate in the trip.

Dress:

Your personal appearance and your actions represent not only you, but our school, CYSP program, and Concept Schools. Dirty, sloppy, torn clothing should not be worn during any part of the trip. Don't forget your uniform and the equipment you will need for your sport/activity. (See SUGGESTED ITEMS FOR THE TRIP)

Suggested Items for the Trips:

Do not over pack! Be conservative in estimating what will be needed. Dress casually (but neatly).

Spending money- minimal amount.

One suitcase (reasonable size)

One carry-on

Appropriate clothes and shoes

Jacket/Sweater

Toiletries

Rain gear

\*Students are responsible for their belongings at all times. Be cautious – leave valuables at home, including good watches, jewelry, expensive cameras, etc.

Miscellaneous:

Medication – You must notify the advisor or chaperones of medication and any health problems or necessities.

First Aid Kit – Please ask any of the chaperones for help, if needed.

Hotel Courtesy and Safety – DO NOT LEAVE MONEY OR VALUABLES IN ROOMS. Respect other people who are also staying in the hotel.

Quiet Hours:

Curfews are determined by the Advisor or chaperons.

Do not slam doors or tie up the hotel switchboard calling room to room.

Loud talking, unnecessary confusion, profanity, or horseplay will not be tolerated!

TV/Phone volume will be kept at a soft volume so as not to disturb other guests.

No one is to be out of their room after curfew! Breaking this rule may result in a call home and your expulsion from the trip. Your trip home is at your own expense.

Curfew Time will be announced daily and may change according to the activities and events of the day. All students are to be in their rooms by the announced time (that means you must make your phone calls, get your snacks from the machine, etc., before curfew). You are expected to prepare for bed as lights out will occur thirty (30) minutes after curfew.

Tardiness – BE ON TIME (or early)! Do not make your group wait for you.

Snacks/Beverages – There should be caution used in snacking. All trash must be disposed of properly. Hotel and bus cleanliness must always be maintained by all participants.

Bed Check – Advisors/Chaperones will be checking rooms at curfew time and other times as desired.

Hotel Security – The hotel has normal twenty-four (24)-hour a day personnel on duty.

Room Inspection – may take place at any time. Keep it tidy and "picked up."

Boys Rooms & Girls Rooms are off limits to the opposite sex. At no time may a student enter a room of the opposite sex. This also includes any room of any other person in the hotel complex.

Vandalism – Any damage or destruction to hotel or other property will become the financial responsibility of the person or persons involved. If no one person assumes responsibility or blame, an equal financial factor will be assessed to all persons involved as set by the hotel management (or other) and approved by the proper school personnel.

Remember to stop and think before you act!

Don't let yourself get caught up in stupid pranks. One small moment of glory may cost you, as well as others, much unnecessary grief. Remember, future trips for others will depend on the success of this trip.

## CULTURAL EXPOSURE

In our rapidly globalizing world, the promotion of Cultural Exposure activities is one of our guiding principles. These activities are meticulously crafted to not only introduce scholars to diverse cultures but also to foster essential social-emotional learning (SEL) skills. Our primary aim is to equip scholars with the knowledge and emotional intelligence needed to thrive as global citizens.

Cultural Exposure activities serve as a platform where individuals from various cultural, religious, and ethical backgrounds come together, learning to collaborate, respect one another, and gain a deep appreciation for different traditions, regardless of minority or majority status. Through these experiences, scholars acquire valuable SEL skills that empower them to navigate complex multicultural situations with empathy, self-awareness, and effective communication.

In the CYSP program, we hold the expectation that scholars actively participate in activities that expose them to different cultures. They have the opportunity to attend cultural events or explore diverse cultural centers, providing them with firsthand experiences in cultural exchange and SEL

development.

For most scholars, engagement in this category is mandatory, aligning with our commitment to nurturing well-rounded global citizens. Seniors have the option to participate. Each scholar can earn up to 10 points in this category, with the flexibility to log a maximum of 10 intercultural activity entries throughout the school year. This inclusive approach ensures that scholars not only gain cultural exposure but also foster their social-emotional learning competencies, which are vital for their holistic growth and success in an interconnected world.

**Examples:**

- Attending cultural festivals
- Visiting Chinatown, Greektown, Chinese, Italian cultural centers/museums etc..
- Hispanic Heritage Celebration, Amish culture, African American culture, Native American culture.
- Visiting cultural centers
- International programs which are organized by school, community, society
- Attending a cultural event hosted by the school
- Visiting museums which reflect different cultural backgrounds
- Advisors can create a program to expose scholars to a different culture.

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Cultural Exposure	✓	✓	✓	✓	✓	✓

**SEL Competencies:**

*Social Awareness:* Exploring diversity.

### The entry to Log:

Scholars enter their intercultural activities information in their Concept SIS student account under “Cultural Exposure”.

## OUT OF TOWN TRIP

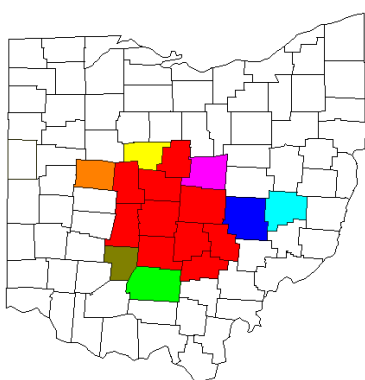
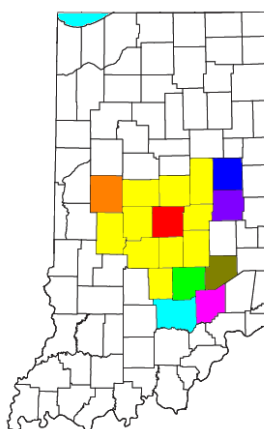
Out-of-town trips not only offer scholars the opportunity to explore new places but also serve as a powerful avenue for social-emotional learning (SEL). These journeys provide a unique window into life beyond their immediate neighborhoods and towns, fostering holistic development.

Research has shown that educational trips, especially those taking scholars out of town, have a profound and lasting impact on their education and future careers. Beyond academic knowledge, these trips enhance scholars' engagement, intellectual curiosity, and their overall interest in learning, both inside and outside of the classroom. They encourage scholars to become more socially and emotionally aware individuals.

In our program, scholars will have the valuable chance to participate in educational trips that take them beyond the school's boundaries. These out-of-town trips may be organized by the school or individual advisors, always with the assurance of proper supervision from advisors or staff members to ensure safety and facilitate meaningful learning experiences. To maintain open communication with parents, permission slips containing trip details will be sent home.

It's essential to emphasize that these educational trips are designed to extend beyond nearby metropolitan areas like Indianapolis, Columbus, Cleveland, and Chicago. They provide scholars with the unique opportunity to explore new horizons, broaden their educational and cultural perspectives, and develop key social and emotional skills that are essential for their personal growth and success.

Below are some examples of locations of education trip opportunities, Indianapolis, Columbus, Cleveland, Chicago):



- Out of state or out of town day trips.
- Out town trips to museums
- Out town trips to symposiums, events, speakers etc.
- Out of town landmarks and historical sites.
- Out of town subject related competitions

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
Out of Town Trip	✓	✓	✓	✗	✗	✗

**SEL Competencies:**

*Relationship Skills:* Building relationships with their peers. Team activity.

**Logbook Entry:**

- Only advisors will enter out of town trip information in CYSP logbooks as “Out of town Trip”.
- If the trip is an out of town college visit, it will count as both college visit and out of town trip through the system. Advisers just need to enter this information in CYSP logbook as “College Trip (Out of Town)”.

**Trips and Overnight Activities Rules and Regulations:**

Trips and Overnight activities are sponsored school functions; therefore, all rules, regulations and policies of school are in effect.

No student will be allowed to participate on a trip or overnight activity without a signed permission slip (signed by student and parent/guardian) of these rules, which must be turned in



prior to overnight trips.

#### Conduct:

Remember you are representing your family, your team, your school, and your community. Conduct yourself accordingly. All CYSP trips and overnight activities are a privilege, not a right. Inappropriate behavior of any type as deemed by the advisor or chaperone will not be tolerated! Disruptive actions on your part may not only lead to serious consequences for you, but also cancellation of future school trips and CYSP related activities.

The following forms of behavior will not be tolerated at any time on the trip.

- 1.Smoking (including cigarettes, cigars, marijuana, etc.)
- 2.Drinking alcohol
- 3.Use of drugs or illegal substances or their possession
- 4.Any form of bullying.
- 5.Leaving the group unexcused (AWOL)
- 6.Abusing the curfew
- 7.Vandalism – Damage to property
- 8.Fighting – verbal or physical
- 9.Tardiness
- 10.Use of improper or abusive language
- 11.Disrespect toward advisors, chaperones, other students, and other people in general

Any violation of rules 1, 2, 3, 4, and 5 may result in suspension or expulsion from school and possible dismissal from the CYSP program. Please refer to your School Student Handbook for further explanation of school policies. Violation of rules 6 through 11 will be reviewed by the staff and may result in serious consequences. If there are concerns, please feel free to discuss them with your advisor or chaperons.

### Baggage Inspection:

All luggage, purses, and carry-on bags might be inspected prior to leaving. Students found in violation of school rules and trip policy (depending on the violation) will not be allowed to participate in the trip.

### Dress:

Your personal appearance and your actions represent not only you, but our school, CYSP program, and Concept Schools. Dirty, sloppy, torn clothing should not be worn during any part of the trip. Don't forget your uniform and the equipment you will need for your sport/activity. (See SUGGESTED ITEMS FOR THE TRIP)

### Suggested Items for the Trips:

Do not over pack! Be conservative in estimating what will be needed. Dress casually (but neatly).

Spending money- minimal amount.

One suitcase (reasonable size)

One carry-on

Appropriate clothes and shoes

Jacket/Sweater

Toiletries

Rain gear

\*Students are responsible for their belongings at all times. Be cautious – leave valuables at home, including good watches, jewelry, expensive cameras, etc.

## Miscellaneous:

Medication – You must notify the advisor or chaperones of medication and any health problems or necessities.

First Aid Kit – Please ask any of the chaperones for help, if needed.

Hotel Courtesy and Safety – DO NOT LEAVE MONEY OR VALUABLES IN ROOMS. Respect other people who are also staying in the hotel.

## Quiet Hours:

Curfews are determined by the Advisor or chaperons.

Do not slam doors or tie up the hotel switchboard calling room to room.

Loud talking, unnecessary confusion, profanity, or horseplay will not be tolerated!

TV/Phone volume will be kept at a soft volume so as not to disturb other guests.

No one is to be out of their room after curfew! Breaking this rule may result in a call home and your expulsion from the trip. Your trip home is at your own expense.

Curfew Time will be announced daily and may change according to the activities and events of the day. All students are to be in their rooms by the announced time (that means you must make your phone calls, get your snacks from the machine, etc., before curfew). You are expected to prepare for bed as lights out will occur thirty (30) minutes after curfew.

Tardiness – BE ON TIME (or early)! Do not make your group wait for you.

Snacks/Beverages – There should be caution used in snacking. All trash must be disposed of properly. Hotel and bus cleanliness must always be maintained by all participants.

Bed Check – Advisors/Chaperones will be checking rooms at curfew time and other times as desired.

Hotel Security – The hotel has normal twenty-four (24)-hour a day personnel on duty.

Room Inspection – may take place at any time. Keep it tidy and "picked up."

Boys Rooms & Girls Rooms are off limits to the opposite sex. At no time may a student enter a room of the opposite sex. This also includes any room of any other person in the hotel complex.

Vandalism – Any damage or destruction to hotel or other property will become the financial responsibility of the person or persons involved. If no one person assumes responsibility or blame, an equal financial factor will be assessed to all persons involved as set by the hotel management (or other) and approved by the proper school personnel.

Remember to stop and think before you act!

Don't let yourself get caught up in stupid pranks. One small moment of glory may cost you, as well as others, much unnecessary grief. Remember, future trips for others will depend on the success of this trip.

## IN-TOWN TRIP

In-town trips serve a dual purpose: they allow scholars to explore the localities within their communities and provide valuable opportunities for social-emotional learning (SEL). These trips enable scholars to discover the array of services and offerings available in their hometowns and cities while fostering connections with local businesses and residents, thus promoting SEL through community engagement.

Conversely, field trips are transformative educational experiences that bridge classroom lessons with real-world applications. They often become the most cherished and memorable moments in a scholar's academic journey, contributing significantly to their SEL by enhancing social skills, empathy, and a deeper understanding of the world around them.

The in-town trip is thoughtfully designed to offer scholars a more profound understanding of their communities, unveiling different facets and unique qualities of their cities. Scholars will be

transported via buses or other public transportation. Notably, scholars in grades 5 to 6 are required to participate in an in-town trip with their adviser, who will organize these after-school trips and provide permission slips to parents. It's essential to clarify that in-town trips should be directly linked to school-organized activities to ensure their educational and SEL value.

**Examples:**

Any Field trip like visit museums or famous landmarks in town

Category	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
In town trip	✓	✓	✓	✗	✗	✗

**SEL Competencies:**

*Relationship Skills:* Building relationships with their peers. Team activity.

**Logbook Entry:**

Only advisors will enter in-town trip information in CYSP logbooks as “In-Town Trip”.

## COLLEGE & UNIVERSITY VISITS

A thoughtfully planned college visit serves as a vital opportunity for prospective scholars not only to explore college or university campuses but also to foster social-emotional learning (SEL). During these visits, scholars engage in informative campus tours, enabling them to delve into various facets of the institution, including its facilities, scholar life, cultural dynamics, academic offerings, and programs.

College visits empower scholars to ask questions, connect with fellow prospective scholars, and gain a deeper understanding of the college's essence. It's in these interactions that SEL skills such as effective communication, empathy, and relationship-building are nurtured, preparing

scholars for success in their academic and personal lives.

It's important to underscore that only college visits organized by the school will count for this category. Participation in this category is mandatory for high school scholars and optional for younger grades. It's worth emphasizing that this activity carries significant point value, particularly for scholars striving to achieve gold and silver distinctions by the end of the year.

Each scholar can earn up to 12 points in this category, with the opportunity to log a maximum of 5 college trip entries throughout the school year. This rule applies to all scholars who engage in this activity, recognizing its critical role in their educational and SEL development.

**Examples:**

- Visit a local college or university with your school trip.
- Visit a college or university with the CYSP group and advisor.
- Visit a college or university with parents/ guardians.

	Scholar, advisor, and coordinator will track the log entrance			PROOF is REQUIRED !!!! Proof should be handed to the advisor within one week!		
Category	Organized by advisor	Organized by school CYSP Coordinator	Organized by school	Organized by any institute/society other than school	Organized by parent	Organized by student
College & University Visit	✓	✓	✓	✓	✓	✓

**SEL Competencies:**

*Relationship Skills:* Building relationships with their peers. Team activity.

*Responsible Decision Making:* Helping college choices.

**The entry to Log:**

Scholars can enter scholars' college trip information in their Concept SIS student account under "College & University Visits".

## BONUS ACTIVITIES

Bonus activities help students reinforce other CYSP activities and provide them more flexibility and ease in the successful completion of the overall CYSP program.

These activities have no minimum requirement.

### **Bonus Activity 1 For 5th to 8th Grades**

Attending a regional, national or international and concept schools and CYSP Competitions. (100 points) (robotics, science fairs, math, and technology competitions, Concept Art and Language Festival, Concept Design Contest, Spelling Bee, Spoken Word, Concept Schools competitions, CYSP Video and Writing Contest )

#### **The entry to Log:**

Only advisors enter their Bonus Activity information in their Concept SIS student account under “Bonus Activity 1”.

### **Bonus Activity 2 For 5th to 8th Grades**

Attending a regional, national or international and concept schools and CYSP Competitions. (100 points) (robotics, science fairs, math, and technology competitions, Concept Art and Language Festival, Concept Design Contest, Spelling Bee, Spoken Word, Concept Schools competitions, CYSP Video and Writing Contest )

#### **The entry to Log:**

Only Advisors enter their Bonus Activity information in their Concept SIS student account under “Bonus Activity 2”.

## **Bonus Activity 1 For 9th to 11th Grades**

Attending a regional, national or international and concept schools and CYSP Competitions. (100 points) (robotics, science fairs, math, and technology competitions, Concept Art and Language Festival, Concept Design Contest, Spelling Bee, Spoken Word, Concept Schools competitions, CYSP Video and Writing Contest )

### **The entry to Log:**

Only Advisors enter their Bonus Activity information in their Concept SIS student account under “Bonus Activity 1”.

## **Bonus Activity 2 For 9th to 11th Grades**

Enrolling Congressional Award and getting at least bronze certificate (100 points)

For more information visit the website: <https://www.congressionalaward.org/>

### **The entry to Log:**

Only Advisors enter their Bonus Activity information in their Concept SIS student account under “Bonus Activity 2”.

## **Bonus Activity For 12th Grades**

No Bonus Activities for Seniors.

## **CYSP PLUS CATEGORIES “PARENT ENGAGEMENT”**

Parent engagement is instrumental in promoting scholars' social-emotional learning (SEL) for several compelling reasons:



## **1. Support and Validation:**

When parents actively engage in their child's education, it sends a powerful message that they value and support their child's academic and personal growth. This sense of validation boosts a child's self-esteem and emotional well-being.

## **2.Strong Relationships:**

Parent involvement fosters strong parent-child relationships. These close bonds provide a safe and supportive environment for scholars to express their thoughts, feelings, and concerns. They learn that they can rely on their parents for emotional support and guidance.

## **3.Communication Skills:**

Through interactions with parents, scholars develop essential communication skills. They learn how to express their needs, listen actively, and engage in constructive conversations. These skills are fundamental for building healthy relationships with peers and adults.

## **4. Emotional Regulation:**

Parents can model and teach emotional regulation strategies to their children. When scholars see their parents manage stress, frustration, and other emotions effectively, they are more likely to acquire these skills themselves.

## **5. Empathy and Perspective-Taking:**

Engaging with parents allows scholars to practice empathy and perspective-taking. They gain insights into their parents' viewpoints and experiences, which can enhance their ability to understand and relate to others' feelings and perspectives.

## **6. Conflict Resolution:**

When conflicts arise, parent engagement provides an opportunity to model and teach conflict resolution skills. Scholars can witness how conflicts can be addressed in a respectful and constructive manner, which is invaluable for their own interpersonal relationships.

**7. Positive Role Models:** Parents often serve as primary role models for their children. When parents demonstrate qualities like kindness, empathy, and resilience, scholars are more likely to emulate these positive behaviors in their own lives.

## **8. Social Support Network:**

Active parent engagement can lead to the formation of a broader social support network for scholars. They may have the opportunity to interact with other families, expanding their social circles and further developing their social skills.

CYSP believes that parent engagement is a powerful catalyst for scholars' social-emotional learning. It provides a nurturing environment for the development of critical SEL skills, such as communication, emotional regulation, empathy, and conflict resolution. When parents actively participate in their child's education, scholars are better equipped to navigate the complexities of their emotional and social lives, ultimately fostering their overall well-being and success.

The CYSP Program features a PLUS category focused on promoting parent/guardian participation. The PLUS categories have been introduced to actively encourage parents and guardians to engage in school activities and attend their scholar's school events.

It's important to note that this category is not obligatory for scholars to attain any specific medal within the program. However, scholars will receive a special distinction if their parents or guardians participate at least four times throughout the school year. This recognition serves as

an incentive to foster increased parent involvement and create a stronger partnership between parents, scholars, and the school community.

This category is not mandatory for scholars to achieve any medal. However, they will be rewarded with a distinction if their parents participate 4 times throughout the school year.

**Examples:**

- CYSP parents/guardians attend any school organized CYSP program.

**The entry to Log:**

Advisors enter Parent Participation information in their Concept SIS account under “Parent Engagement”.

<b>Some examples of CYSP Parent/guardian-Student Participation Activities</b>
CYSP parents/guardians attend any school organized CYSP program.
Homevisit : Advisor will visit scholar's home and give information about past and upcoming CYSP activities, progress, goals, etc. to parents
CYSP Progress Monitoring Meeting: Parents/guardians should attend weekly/bi-weekly CYSP Progress monitoring meeting 15-20 minutes with their child.
CYSP Parent/guardian Information Meeting/Dinner: Parents should attend the CYSP Parent Meeting/Dinner.
A minimum of a 15-20 minutes attendance by the parent/guardian is required for the aforementioned CYSP parent activities to be counted towards participation.
<b>Please DO NOT consider the following activity as a CYSP Parent Participation</b>
Parents/guardians attending or overseeing a tutoring session, a fitness or club activity with their student, anywhere other than school grounds and events without the supervision of an advisor doesn't count as parent participation.
Dropping off and picking up students from CYSP activities cannot be considered as CYSP Parent participation
Parent communication is not a Parent Participation unless face to face

**Examples:**

- CYSP parents attend CYSP progress monitoring meeting with scholars

- CYSP parents chaperone community service activities
- CYSP parents attend in-school or out of school CYSP program
- Home Visits
- Engaging in School Programs

**SEL Competencies:**

*Relationship Skills:* Building relationships with their parents.

**Logbook Entry:**

Only advisors should enter Plus categories' information in the CYSP logbook as "Parent Engagement".

