Student & Parent Handbook and Annual Notification

Manual para los Estudiantes y Padres



University Preparation Charter School

at CSU Channel Islands

Escuela Autónoma de Preparación para la Universidad de CSU Channel Islands

2026-2027

(updated 8/10/26)

School Mission Statement:

UPCS is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment.

Declaración de la Misión de la Escuela

UPCS es una comunidad colaborativa de estudiantes innovadores quienes buscan desafíos perseverar hacia metas individuales y compartidas. Ofrecemos múltiples oportunidades para que los estudiantes prosperen en un aprendizaje diverso y ambiente compasivo.

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The information printed in this handbook is accurate at the time of printing. On occasion minor changes may occur. Notice of changes will be sent home in letters and newsletter.

WELCOME!

Dear Students and Families,

Welcome to University Preparation Charter School at CSU Channel Islands (UPCS)! This is an exciting community that provides high quality education and care. Supportive families, hardworking students, and talented staff are the school's hallmarks.

The experienced staff of educators is dedicated to providing every child with the best education possible. There is a strong emphasis on academic skills in all areas. At the same time, staff works to develop an attitude of respect and life skills in each child. Many special services supplement the regular program as the faculty works hard to provide a variety of opportunities for our students.

Communication and teamwork are key to healthy relationships and a strong academic program. This handbook was created to give you a ready reference of information about our school. Please read and use this reference throughout the school year. FParents/guardians are their child's first teachers and are the school's partners in the important job of educating our diverse community. The school has an open door policy; please refer to the policy in the handbook regarding visitations. We take our responsibilities very seriously and sincerely care about the emotional, intellectual and physical well-being of all of our children. Suggestions are welcome. There are a variety of ways to get involved at the school. Watch for special notices and sign-ups. You can start by becoming an active member in the Parent Teacher Student Association (PTSA).

We welcome you to this dynamic learning environment! We firmly believe working together creates the best educational experience for every child in the school. Together, families and school make a difference!

Charmon Evans	Verónica Solórzano	Echo Reves
Executive Director	Director, Student Services	Director, Curriculum and Instruction

CONTACT INFORMATION

1099 Bedford Drive, Camarillo, CA 93010
School Office 805-482-4608
FAX 805-512-8149
Website https://universitycharterschools.csuci.edu

SCHOOL HISTORY and GOVERNANCE

For more than three decades, Ventura County residents envisioned a public four-year university to serve the region. In fall 2002, California State University Channel Islands (CSUCI) opened, and the vision became a reality.
During community meetings in preparation for CSUCI, participants expressed a need for a PreK-8 school to meet the educational needs of students that would be both visionary in its approach to education as well as a professional development school model for educators. In August 1999, a Steering Committee of county-wide educators, community members, and CSU representatives convened to articulate this vision of a "lighthouse" school, formed subcommittees, and assembled the beginning components of a school plan. The vision was ratified and served as the guiding document for development of the school.

The Charter Petition for University Preparation School (UPS) was approved by the Pleasant Valley School District on October 11, 2001. UPS welcomed its first 360 students in September 2002. University Preparation Charter School at CSU Channel Islands (UPCS), as we are now named, continues to grow and maintains a waiting list of approximately 150 students from throughout Ventura County each year. UPCS' current enrollment for preschool-5th grade is 560 students. Our middle school site serves 275 students in grades 6th -8th. As a part of the mission, in collaboration with CSUCI, the school serves as a model professional development school for training of future teachers and other education practitioners and to serve as a model site for action research.
UPCS is governed by the UPCS Board of Directors. This Board executes the responsibility for establishment and ongoing evaluation of policies as set forth in the charter legislation and charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach. The experience and expertise of the Board cuts across the areas of curriculum/instruction and education management, finance, law and business. Parents, educators, and other community members serve on the Board. The Board operates the current charter schools as a 501(c) (3).

The UPCS Board of Directors meets monthly.

Please check the school website for information regarding meeting dates/times and a list of Board Members.
https://universitycharterschoolscsuciedu.finalsite.com/

School Site Council (SSC)
The membership of the School Site Council includes parents, school administration, teachers, classified staff, and a CSU Channel Islands faculty representative. This council assists in budget development and oversight of programs funded with federal funds, the LCAP (Local Control Accountability Program), and the design and implementation of sound programs to ensure accountability for the vision of the school.

English Language Acquisition Council (ELAC)
The focus of the ELAC is to support our English Learner (EL) students. Parents/guardians, school administration, and teachers work together to ensure programs are in place to support the students. ELAC assists in budget development and oversight programs funded with federal funds, the LCAP (Local Control Accountability Program), and the design and implementation of sound programs to ensure accountability for the vision of the school.

COMMUNICATION/QUESTIONS/CONCERNS

We value our partnership with you and understand that clear communication is essential to supporting your child's success. We know that questions and concerns may arise throughout the school year, and we want to ensure you feel informed and confident in knowing where to turn when you need assistance.

If you have a question or concern, here's what you can do:

1. **Start with Your Child's Teacher:**
   For academic progress, classroom behavior, or social interactions, your child's teacher is your first and best point of contact. They work closely with your child and can provide the most direct insight and support.

2. **Contact the Main Office:**
   For general school information, attendance questions, or logistical issues (such as transportation or schedule changes), our front office staff are here to help. You can reach us at 805-482-4608. Also, reading the Parent Square weekly message or checking the website can provide up-to-date information.

3. **Reach Out to Support Staff:**
   If your concern involves specialized support (such as counseling, special education, or health needs), please contact the appropriate staff member or request a referral through your child's teacher or the main office.

4. **Speak with Administration:**
   If your concern is not resolved after speaking with the teacher or support staff, you are welcome to contact a member of the administrative team. We are here to listen, collaborate, and work toward a positive resolution. We understand that our relationship with Pleasant Valley School District can be confusing, but we are not a part of PVSD and they can neither answer questions about us OR help with a complaint or concern. UPCS is an Independent Charter and Local Education Agency. You can contact the administration via Parent Square messaging or via email:

   For Questions about Curriculum/Instruction: Echo Reves
   echo.reves@universitycharterschools.org

   For Questions about Special Education Or Behavior: Verónica Solórzano
   veronica.solorzano@universitycharterschools.org

For other questions or concerns: Charmon Evans, Executive Director
charmon.evans@universitycharterschools.org

We are committed to working together in a respectful and productive way, and we encourage open dialogue at all times. Our goal is to support every student and family with care, clarity, and responsiveness.

If after working with the teacher, and/or staff, you have further questions or concerns you may contact the school and speak with any member of the school's administration. It is the responsibility of the school administration to investigate and/or address each concern or complaint with the appropriate parties and take appropriate action. Our complaint policies can be found on our website: UPCS Board Policies

- **Title IX**: Specifically addresses sex discrimination and sexual harassment within the education setting
- **Harassment, Intimidation, Discrimination, and Bullying Policy**: Targets behaviors disrupting learning and creating unsafe environments. Includes extensive definitions of harassment and bullying
- **Uniform Complaint Policy**: Covers unlawful discrimination, harassment, intimidation, bullying, pupil fees, and various educational programs
- **General Complaints Policy**: General concerns about UPCS OR concerns about specific UPCS employees

Please communicate your questions, concerns, or ideas. Open communication guards against misinformation and strengthens the teams' efforts to improve student achievement. A supportive school community/team sends a message to our children that the process of education is a high priority. The opportunity to work with the staff, students, and parents/guardians on the UPCS team is one of the most enjoyable aspects of being part of our community.

***Special Reminder**: We want to be sure that our community understands our relationship with PVSD and CSUCI. We are NOT a PVSD school. We are an independent charter school that is authorized by the Pleasant Valley School District. All charter schools must have either a local school district or county office of education act as an authorizer. The authorizers role is not a role of governance. PVSD's job, as authorizer, is to assure the state of California that we are doing what our charter says. PVSD does not handle any concerns or complaints on behalf of UPCS.*
Additionally, we are not a part of California State University Channel Islands and they are not responsible for any aspect of our governance or the daily operations of school.

PARENT/GUARDIAN TEACHER CONFERENCES

October Conference: In the fall, all families are offered the opportunity to meet with their child's teacher. For K-3 dual immersion classes, the conference will be led by one of the two teachers in the dual language partnership. This teacher will share information on your child's progress and be able to represent the overall status of their learning.

February Conference: In February, teachers will invite parents of students who are not meeting grade-level expectations in one or more subjects or who may be facing other challenges. If your child is not invited to a conference but you wish to meet with their teacher, you may request a conference at any time. As in October, conferences for K-3 dual immersion students will be led by one of the two teachers in the dual language partnership.

ACADEMIC PROGRAM

UPCS maximizes learning opportunities for their students through a variety of instructional practices and school structures.

The school:
- Optimizes student potential and performance via instructional delivery by teachers who employ school-wide collaboration and articulation to implement the best and most promising research-based pedagogical practices;
- Offers an educational setting in which classrooms reflect the ethnic, linguistic, socio-economic, and diverse special needs of California classrooms;
- Models the best and most promising research-based pedagogical practices for student teachers, other credential candidates, and practitioners;

- Serves as a laboratory for theoretical and action research which will contribute to the body of knowledge regarding curriculum, instruction, assessment, child growth and development, parent/guardian/community participation and education, and site administration;
- Creates a positive community environment where students exhibit ownership of their education through self-discipline and high expectations;
- Provides a curriculum that is standards-based, fosters critical thinking skills, encourages collaboration, and builds strong communication skills. It includes instruction in the core subjects as well as in Spanish, technology, and the arts.

Curriculum and Instructional Design:
Students are flexibly grouped within classrooms to ensure that they may move freely as their skill needs change and as it is deemed developmentally and academically appropriate. Elementary classes are "looped" whenever possible so that students will remain with the same teacher for 2 years to maximize continuous growth unless it proves to be in a student's best interest to do otherwise.

The instructional program is organized to ensure that each child has rich instruction and experience with all content areas (Reading/Language Arts, Math, History/Social Science, Science, Physical Education/Health, the Visual and Performing Arts). Classroom teachers have primary responsibility for instruction in Reading/Language Arts, Math, Science, and History/Social Science, with an emphasis upon thematic integration of those disciplines. Specialist teachers support the core curriculum and/or develop skills in specialty areas such as drama, fine arts, nutrition, and technology, instrumental and choral music. The specialist classes are subject to change based on the strengths and talents of staff and the interests of the students.

The attainment of second language proficiency in basic conversational skills is an instructional objective for UPCS. Toward that end, Spanish language instruction is provided to promote school-wide fluency. Two options are available to the students for second language instruction.

Language Enrichment – This program component offers students the opportunity to learn Spanish as a second language or to enrich Spanish for Spanish speakers. Spanish as a second language is taught using natural acquisition methods and Spanish curriculum.
Dual Immersion/Dual Language – This program is a language strand that offers an exciting opportunity for students to acquire literacy in two languages, English and Spanish. Both languages are learned through instruction in core curricular areas. Bilingualism and biliteracy are the goals.

English Learners
UPCS is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. UPCS will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. UPCS will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Core Principles
The core principles that drive the schedules, activities, and school's organization for instruction include the following:

- Faculty focuses on the whole child when developing curriculum.
- Students and teachers are engaged in appropriately challenging, meaning-centered, standards-based curriculum.
- Curriculum is research-based and is shared with others in the field.
- Students are engaged and responsible for their own learning.
- Students learn to communicate effectively.
- Assessment informs instruction and is a driving force for the instructional program.
- Intervention is provided as early as possible.
- Faculty, staff, and students exemplify life-long learning.
- Parents/guardians are integral partners in the education of their children.
- Adults continuously model what is expected of students.
- Technology is infused throughout the curriculum.
- Decisions are made collaboratively with input from staff, students, parents/guardians, board members, and community members.

Middle School Academic Expectations

Our Middle School has aligned expectations across departments so students experience greater consistency, clarity, and fairness throughout their school day. Our grading practices and academic routines are designed to support student learning while also building the responsibility, independence, and academic habits students need to be successful in middle school and beyond.

This is an overview of our grading practices, homework expectations, late-work procedures, and bathroom routines. Together, these expectations provide clear and predictable structures while supporting students in learning at high levels.

1. Grading Practices

Each content area follows a consistent grading structure aligned to the instructional practices and learning demands of that discipline. While percentages vary somewhat by subject, each system is designed to ensure that grades reflect students' understanding of essential skills and concepts, along with the work that supports their learning.

ELA GRADING SCALE

PROFICIENT + Above Standard	4	A
STANDARD Meets Expectations	3	B
APPROACHING Developing	2	C
BEGINNING	1	D
Incomplete Not present/blank, Minimal/almost no effort	0	F

English Language Arts (ELA)

- 50% Assessments
- 40% Classwork
- 10% Homework

Social Studies / History

- 60% Assessments
- 40% Classwork

Letter	4-Point Scale	Check	Standards
A	3.4 - 4	✓ +	Exceeding
B	2.7 - 3.3	✓	Meeting
C	1.9 - 2.6	✓ -	Almost Meeting
D	1.0 - 1.8		Not meeting
F	0 - 0.9	Inc	Not Meeting

Math

- 60% Assessments
- 25% Classwork
- 15% Homework

Science

- 50% Assessments
- 30% Independent Work
- 20% Collaborative Work

2. Homework and Classwork Expectations

Homework and classwork are important parts of the learning process. Assignments will have a clear instructional purpose, such as practice, preparation, application, or extension of learning.

Students will receive feedback on assignments teachers have identified for grading or feedback so they can use that information to strengthen their understanding and performance.

How Classwork and Homework May Be Scored

Depending on the purpose of the assignment, students may receive:

- Complete, Partially Complete, or Incomplete; or
- A score based on a structured rubric with feedback.

Teachers will communicate the scoring method and expectations for assignments.

Assignments Reviewed in Class

Some classwork and homework assignments are designed to be reviewed, discussed, or analyzed together during class as part of the learning process. When answers are reviewed in class, the assignment is no longer eligible for late submission because students have already had access to the answers and the instructional purpose of the assignment

has passed. Teachers will notify students when an assignment will be **"Reviewed in Class: Not Eligible for Late Submission."**

Students with an IEP or 504 Plan will continue to receive accommodations specified in their individual plans, including extended time when applicable.

Amount and Frequency of Homework
As a general guideline, middle school homework should provide meaningful opportunities for practice without creating an unreasonable workload. Because students may have assignments across several classes, teachers will work to keep the overall workload appropriate for each grade level.

The following serves as a general estimate for the **total amount of homework across all classes** on a typical evening:

- Grade 6: approximately 60 minutes
- Grade 7: approximately 70 minutes
- Grade 8: approximately 80 minutes

These are guidelines rather than required nightly amounts. Actual time will vary based on the assignments given, students' individual work habits, and learning needs.

3. Late Work Policy
Our schoolwide late-work structure is designed to balance flexibility with accountability and help students develop habits for managing assignments and deadlines.

Two-Day Grace Period: Students may submit eligible homework or classwork up to two school days late for full credit.

After Two School Days: Eligible work may still be submitted for partial credit, up to a maximum of 70%. Students will also complete a brief reflection identifying why the assignment was late and what they can do differently moving forward.

Final Deadline: Late work must be submitted by the applicable assessment, end of the unit, or end of the trimester, as determined and communicated by the teacher.
Some assignments are not eligible for late submission because of their instructional purpose. These include assignments reviewed in class and certain digital learning platforms that report progress through weekly completion data, such as ST Math.

IEP and 504 accommodations will continue to be honored as specified in each student's individual plan.

4. Bathroom Procedure
To support student needs while maintaining safety, supervision, and instructional focus:

- One student from each classroom may use the bathroom at a time.
- During direct instruction, a teacher may ask a student to wait briefly when appropriate so the student does not miss essential instruction.
- Students who have an urgent need will always be permitted to use the bathroom.

These procedures are intended to minimize unnecessary loss of instructional time while ensuring students have appropriate access to the restroom.

5. Our Commitment
Middle school is an important time for students to develop greater independence and responsibility while still receiving the structures and support they need. Our goal is not simply to establish consistent rules, but to create an academic environment in which expectations are predictable, learning remains the priority, and students develop the habits that will serve them well beyond middle school.

We appreciate your partnership in reinforcing these expectations and supporting your student's growth. If you have questions or need clarification, please reach out.

State Testing

UPCS shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to UPCS officials to excuse their child from any or all parts of the state assessments shall be granted.

Availability of Prospectus
Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

PARENT VOLUNTEER HOURS

Parents are encouraged to do an average of 2 hours per week of volunteer work to support the UPCS program. Volunteer hours can be accomplished in a variety of flexible options including participation in school governance or committees, classroom help, lunch sports club/organization, fundraising activities, etc. (see below). We recognize that many parents have limited availability and may not be able to volunteer on site during the school day. In this case, you may consider helping behind the scenes from home or after hours. You may also consider donating funds in place of donating your hours. However, parents/guardians are not required to volunteer or donate to UPCS. Our schools can use the support in a variety of ways! Examples of volunteer activities:

- Committee member (PTSA, SSC, ELAC, Board
- of Directors)
- Classroom Volunteer
- Field Trip Chaperone
- Preparation work for class projects
- Yearbook
- Festivals
- Volunteer for an after-school program
- Coach a team
- Library
- Planning or assisting with a school fundraiser
- Helping coordinate Camarillo Academic Olympics
- Helping with Fun Run, Field Day, etc.

HOMEWORK

Homework amounts will vary from grade to grade, from teacher to teacher, and from day to day. Parents are encouraged to read to or be read to by their child for a minimum of 30 minutes every day.

EXTRA CURRICULAR ACTIVITIES

Students are encouraged to participate in the school's extra-curricular activities, which are important and exciting opportunities for students to attain social skills, leadership qualities, success, and excellence. Clubs, art activities, and sports programs are open to all students and are often run by our wonderful parent volunteers. Participation in the programs requires that students attend meetings and practices for the duration of the activity or season, and that they be present in school on the day of the activity. Academic, attendance and behavior eligibility requirements apply. Sponsors and coaches inform the students of the standards of behavior and grades expected during the course of the program or activity. Clubs, activities, and sports begin and end at various times throughout the school year. Check the school newsletter, website, and calendar for specific dates and times.

FIELD TRIPS

Classes take a variety of field trips days that support and enrich the curriculum. PTSA and donations support class field trips. In every case, students are required to have signed permission slips.

ATTENDANCE & ABSENCES

Regular attendance and punctuality are essential.

All absences from class and tardies of more than 30 minutes are classified as excused or unexcused. Students are only excused for the following reasons as per EC 48205:

- ✔ Student's illness (physical/mental health)
- ✔ Medical, dental, optometry, or chiropractic appointment
- ✔ Due to quarantine under the direction of a county or city health officer.
- ✔ Funeral service/grieving for immediate family member/like immediate family member as deemed by parent/guardian (max 5 days)
- ✔ Court appearance
- ✔ Religious observation (1 day per semester)
- ✔ Participation in a cultural ceremony or event
- ✔ For the purpose of attending the student's naturalization ceremony to become a United States citizen.
- ✔ For the purpose of spending time with a member of the student's immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Executive Director or designee.
- ✔ Middle School student participating in a civic or political event with prior notice to school
- ✔ EC 46015 Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks
- ✔ In relation to the death of a family member: victim services, grief support, safety planning (limit 3 days)
- ✔ EC 46010.1 Grades 7-12 excuse pupil for seeking confidential medical services without parental consent
- ✔ EC 48225.5 Entertainment work permit

Schools are mandated by state law to enforce the regular attendance of students. It is very important that we verify each child's safe arrival at school and that we accurately record each student's daily attendance. Please call the absence hotline, (805) 482-4608 to verify your child's attendance - UPCS policy allows for parents to call in or write a note to excuse their students for **illness** for two consecutive days or a combined total of ten days over the school year. Three or more consecutive days and/or after a combined total of the ten days for the school year, student absences must be verified through a doctor's note, or the absence will be unexcused.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1 – Truancy Classification Notice" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "Truancy Letter #3 – Referral to SART Meeting" and the student will be referred to a Student Success Team (SST) and the School Attendance Review Team ("SART"), as described below.

5. If the conditions of the SART plan are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.

6. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this policy and the SART plan, if any, and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

8. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

FOR MORE DETAILS PLEASE SEE POLICY 608 Classroom Based Attendance Policy

We want your child in school every day that they are able to do so. Keep your child home if your child has a fever, continued diarrhea, or is vomiting. If your child is not feeling well and you are not sure if you should or should not bring them to school, please call the school office.

When a student is absent from school for any reason (whether excused or unexcused), the student must, upon returning to school, present to the office a written excuse signed by a parent or guardian or call on the absence hotline.

A student may not be permitted to participate in after school activities if the student was absent from school full or partial day.

Parents picking up children during the school day must come to the office first. The child will be called from the classroom and parents will sign the child out in the office. No student will be allowed off the school premises without the parent or guardian or emergency contact listed in the child's record. In the case of an emergency contact picking up a student, the school must have permission from the parent/guardian for that person to pick up during the school day. Parent pick-ups for a medical, dental, optometrical, or chiropractic appointment require a health provider note to be marked as an excused absence.

Excused Absences for Religious Retreats

Annual Notices must already include information regarding excused absences. AB 1503 amended Section 48205 of the Education Code regarding excused absences, to increase the time frame for an excused absence for participation in a religious retreat from four hours to one full school day per semester. The rationale for this amendment is that while students are entitled to a break over Christmas, a Christian holiday, other non-Christian students from various religious and ethnic backgrounds should also be entitled to practice their faiths.

Excused Absences for Death of an Immediate Family Member

Senate Bill (SB) 350 also amended Education Code section 48205, to increase the time frame for an excused absence from three days to five days to allow for attendance at funeral services for, or to grieve the death of, an immediate family member. The bill further provides for an additional excused absence for a period of not more than three (3) days for students to seek grief support services, access services from a victim services organization or agency, or to participate in safety planning, related to the death of an immediate family member.

For the purposes of this type of excused absence, SB 350 expands the definition of "immediate family" to include a person, as determined by the student's parent or guardian, to be in such close association with the student as to be considered the student's immediate family.

TARDY ARRIVALS

Students must arrive at school on time to receive a quality instructional program. Arriving on time is important and helps students be responsible. All students must be in their classroom ready to learn by 8:00 am. Students must arrive no later than 7:55 to have time to arrive to class by 8:00 am. Doors open at 7:45 am. Secondary students must also be on time to all of their

classes during the day. Excessive unexcused tardies or unexcused early pick-ups of more than 30 minutes in a school year will result in UPCS initiating the SARB (School Attendance Review Board) process, which may include calling parents and students to a meeting, creating a contract, or ultimately a hearing before representatives of the local police and the District Attorney's office.

EARLY DISMISSAL

We encourage you to schedule your child's doctor or dentist appointments during non-school hours. If this is not possible, you must come to the office first to pick up your child. If someone other than the parent picks up the student, that person must have written permission from the parent before the student is allowed to leave school. Upon returning to school, please provide the office staff with a doctor's note to verify the excused absence. Please read the attendance policy for more information regarding tardies/excused absences/early pick-ups.

INVOLUNTARY ADMINISTRATIVE CHANGE PROCESS

No student will be involuntarily administratively transferred by UPCS for any reason unless the student's parent or guardian has received written notice ("Involuntary Administrative Change Notice") of the intent to transfer the student no less than five (5) school days prior to the effective date of the action. The notice must be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Notice of Involuntary Administrative Change will include the charges against the student and an explanation of the student's basic rights, including the right to request a hearing before the effective date of the action. The hearing will be conducted in accordance with UPCS's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student will remain enrolled and the administrative change will not take place until UPCS issues a final decision. As used herein, "Involuntary Administrative Change" includes withdrawing, dismissing, transferring, or terminating, but does not include suspensions or expulsions pursuant to UPCS's suspension and expulsion policy.

When the parent or guardian requests a hearing, UPCS will provide a hearing notice consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The hearing notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the holder of the student's educational rights and shall include a copy of the UPCS expulsion hearing process.

If the parent or guardian does not respond to the Involuntary Administrative Change Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Administrative Change Notice. If the parent or guardian requests a hearing and does not attend on the scheduled hearing date, the student will be disenrolled as of the hearing date.

If the student is withdrawn as a result of the hearing, notification will be sent to the student's last district of residence within thirty (30) days.
A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

INDEPENDENT STUDY CONTRACT

University Preparation School at CSU Channel Islands, Inc. which operates University Preparation Charter School at CSU Channel Islands ("UPCS" or "Charter School"), may offer independent study to meet the short or long-term educational needs of pupils enrolled in UPCS. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. UPCS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the University Preparation School at CSU Channel Islands, Inc. Board of Directors for implementation UPCS:

Independent study will be limited to a maximum period of ten (10) consecutive school days unless otherwise approved by the Executive Director or designee. Independent study requires approval from the Executive Director or designee in writing. In an extenuating circumstance (e.g., serious illness or injury, quarantine, emergency school closure, or any type of emergency listed in Education Code section 46392, subdivisions (a) or (b)), the Executive Director or designee may approve additional independent study days.

Independent study is conducted solely for the educational benefit of the students attending UPCS as a means to encourage daily engagement in school work even during times of extended absence or emergency school closure. No student is required to request or participate in an independent study program. Parents are to give **at least ten (10) school days' notice** of a request for independent study. In an extenuating circumstance (i.e., a serious illness, injury or family emergency, quarantine, emergency school closure, or any type of emergency listed in Education Code section 46392, subdivisions (a) or (b)), with approval of the

Executive Director or designee, the teacher will work with the parent to implement an independent study program in an expedited manner with less than ten (10) school days' notice.

The Board has adopted the following statements in accordance with Education Code Section 51747:
(a) For students in all grade levels and programs offered by UPCS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be ten (10) school days.

(b) The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study upon the following triggers: 1. When any pupil fails to complete three (3) assignments during any period of ten (10) school days. 2. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators: i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5). ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments. iii. Learning required concepts, as determined by the supervising teacher. iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

(c) UPCS shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.

(d) UPCS has adopted tiered reengagement strategies* for the following pupils: *

1. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of UPCS's approved instructional calendar;
2. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

1. Verification of current contact information for each enrolled pupil.

2. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.

3. A plan for outreach from UPCS to determine pupil needs, including connection with health and social services as necessary.

4. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

(e) The following plan* shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

1. For pupils in transitional kindergarten through grade 3, inclusive, UPCS shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record via an online video conferencing platform.

2. For pupils in grades 4-8, inclusive, UPCS shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of UPCS and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record via an online video conferencing platform.

(f) UPCS shall transition* pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.

(g) A current written independent study agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

• The manner, time, frequency and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a pupil's academic progress.

• The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

• A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.

• The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than a semester.

• A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

• A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

• The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

• For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

    ▪ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

UPCS shall comply with Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.

Independent study will be offered to any student impacted by any of the emergency conditions set forth in Education Code section 46392 within 10 instructional days of the first day of a school closure or material decrease in UPCS

average daily attendance. In such emergency circumstances, independent study master agreements will be executed within a reasonable amount of time from the first day of the school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs pursuant to Education Code section 56345(a)(9) and may participate in an independent study program.

The Executive Director may establish regulations to implement these policies in accordance with the law.

ACADEMIC HONESTY

Students' Right:
All students have the right to keep their materials, homework, tests and expressions which they create through their efforts confidential to the extent allowed under the law.

Students' Responsibility:
Students shall not misrepresent examination materials, research assignments, class work and homework assignments as their own, when in fact they are the work of someone else. Students shall not share their homework, class work or test information with other students, unless permission is expressly given by the teacher. Students will follow classroom test protocol as set by each teacher, including, but not limited to: keeping eyes on his/her own paper and refraining from communication of any kind

Consequences

First Referral:	Second Referral:
Teacher conference with student.	All "first referral" consequences.
Grade of Fail given for that assignment.	Parent Conference.
Teacher will notify parent.	Citizenship grade lowered to U in that class.
Citizenship grade may be lowered in that class	Loss of Citizenship / Distinguished Dolphin
Teacher will send a referral to the administrator	Recognition
noting the details of the incident.	Further Progressive Discipline

Artificial Intelligence (AI) Guidance
Students are expected to use AI technologies ethically, respecting copyright laws, privacy norms, and the intellectual property rights of others. AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or submitting AI-generated content as one's own is considered plagiarism. AI should not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work. AI work must not be submitted in the place of student work.

Responsible Use of AI Tools
Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Below are some examples of responsible uses that serve educational goals.

DO:

- Use AI programs as smart search engines that present information in ways that are easy to read and understand.
- Ask AI programs for clarification or explanations when you need help.
- Generate ideas, topics, and writing prompts using AI programs.
- Be transparent; cite AI text and images properly when you use them in your own work.

DON'T:

- Use AI programs to avoid doing your own work.
- Copy text or images from AI programs without proper citation.
- Use AI text or images without fact-checking and exploring potential plagiarism issues.
- Use AI when your teacher expressly forbids it

SCHOOL HOURS

Gates open at 7:45. Students cannot arrive earlier than 7:45 am. Please also help our safety and security efforts by making sure that students are off of the UPCS campus and supervised no later than 10 minutes after dismissal. Exceptions are students who are involved in supervised and pre-planned activities, meetings, practices, clubs etc.

SAFETY

DROP-OFF ZONES:
UPCS offers two drop off zones. Gates open at 7:45 am at the Dunnigan and the MPR gate and close promptly at 8:00 am.

At the four way stop at Bedford and Dunnigan, please watch for students using the crosswalks. Please do NOT come up Bedford from Brentley, this will cause an unnecessary traffic jam in the front of the school. There will be NO left turns from Bedford into the drop-off zone. When entering the drop-off zone, we ask that you pull forward as far as possible before stopping. To ensure the safety of all, please do not double park and/or drop off students in the middle of the street. Students will be entering the school using the gate near the logo painted on the MPR. Do not allow students to exit the car until it is at a complete stop. Please be patient and considerate with safety as a priority. When exiting the parking lot, it is a right turn only. Same rules apply at pick up time.

PARK and WALK:
If you choose to park and walk your child in, please be considerate of our neighbors and do NOT block driveways or trashcans. We want to be considerate neighbors to our community.

GATES OPEN:
Morning: The gate by the MPR logo mural and the Dunnigan gate will open at 7:45.

Afternoon: Students will be walked out to the front of the school at dismissal. If you are walking up to pick up your child, please wait until the teacher has the class lined up and then let the teacher know you are taking your child. If you are using the pick-up zone, the supervisors will dismiss your child to your car.

BUS SAFETY:
All pupils in transition kindergarten, kindergarten, and grades 1 to 8, shall receive written information on school bus safety upon registration. Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Students who participate in the bussing to the Boys and Girls club should refer to the contract for transportation. Students riding the Boys and Girls Club bus will be supervised by school and/or Boys and Girls Club staff and must be using the bussing to attend Boys and Girls Club. Students will be escorted off the bus into the Boys and Girls Club. There will be no eating on the bus, students must remain seated, and follow all school rules or they will lose the privilege of riding the bus. There is a "three strikes and you are out" policy.

SCHOOL VISITORS and CLASSROOM VISITS

All visitors, volunteers, parents, guests, or anyone else coming on campus must use the buzz in system to get access to the school campus. You will need to provide a valid government issued identification to be screened through our security system which entails scanning your ID and taking your photo. This is for the safety of the children as well as for your safety. If we were to have an emergency, we know for whom to search.

While UPCS encourages parents/guardians and interested members of the community to visit and view the educational program, UPCS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to

volunteer in this manner. UPCS will be implementing new state adopted standards for fingerprinting, TB clearance, and mandated reporter training for all regular volunteers.

Definitions

Volunteer: A school volunteer is defined as an adult individual (18 years or older) serving under the direction of a paid UPCS employee. School volunteers are not employees and are not provided compensation in exchange for volunteer services.

Regular Volunteer: A regular volunteer is over 18 years of age and interacts with students outside of the immediate supervision and control of a parent/guardian or school employee.

Contact: Contact with students includes and is not limited to physical, verbal, or virtual (online) contact.

Frequent and Prolonged Contact (for TB Clearance): The School defines frequent and prolonged contact with students as 16 hours in a month (approx. 4 hours a week) and/or 32 hours in a year

Who is required to be Fingerprinted?:

Regular volunteers must successfully clear a criminal background check conducted by the California Department of Justice ("DOJ") and cross-checked with the Federal Bureau of Investigations ("FBI") prior to beginning volunteer service if they are a regular volunteer. If cleared, the volunteer must agree to allow UPCS to receive subsequent arrest notifications during the length of their volunteer service.

Volunteers are responsible for paying for the fingerprint and background check fees unless they are unable to, due to financial hardship. In such circumstances, UPCS may make payment arrangements. The fingerprints are sent to the Department of Justice to obtain a criminal record summary.

Reference Policy 103 on our website for more details regarding Fingerprint clearance.

Who is required to get a TB clearance?:

All volunteers who will have frequent and prolonged contact with students must show proof of tuberculosis ("TB") clearance. Such clearance may be submitted to the School either by utilizing the Risk Assessment Questionnaire[A1] or by providing a negative TB certification issued by a qualified healthcare professional. UPCS may request proof of TB at the time of volunteer onboarding if the UPCS volunteer is anticipated to have frequent and prolonged contact with students at some point in the volunteer service relationship.

Who is required to complete Mandated Reporter Training?:

Regular volunteers must comply with mandated reporting rules and laws. Accordingly, any regular volunteer who has knowledge of, or observes, a child in their volunteer capacity whom the volunteer knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

UPCS will provide volunteers annual training on the mandated reporting requirements. Training may be provided by the State Department of Social Services online mandated reporter training module or an equivalent module[A1] . Proof of completion must be submitted to the Executive Director or designee.

To minimize any disruption to the instructional plans and the educational process, classroom visits must be arranged twenty-four hours in advance by calling the school or teacher to establish a time for the visit. Please see our Board Policy #102 for more information and details. Thank you!

Student Bathroom Access Policy

- **During the School Day:** For the safety and privacy of our students, bathrooms are reserved for student use only. Parents and other adults are not permitted in student bathrooms during school hours.
- **After-School Events:** During after-school events, bathrooms are open and available for use by both students and adults.

BIKES, SKATEBOARDS and BACKPACKS

All students are expected to walk bikes, scooters, and skateboards on the sidewalk in front of school and lock them securely in the bike rack in the courtyard. Please make sure your child has a safety helmet. It is mandatory. Students will not be allowed to ride their bikes, skateboards, scooters home if they do not wear a helmet. Students who ride on campus or otherwise demonstrate dangerous or irresponsible behavior will lose the privilege of riding to school and/or these items will be confiscated and surrendered only to a parent or guardian. Campus includes the parking lot, sidewalks within the parking lot, front walkways, grass areas and anywhere between the street sidewalks and the perimeters of the school campus. The school is not responsible for the theft of parts or damage to bikes/skateboards while they are parked in the bike rack or on campus. Shoes with wheels are not allowed at school for safety reasons.

Middle school students will be required to stow their backpacks in their lockers during nutrition and lunch.

EMERGENCIES

Evacuation, Fire and Drop, Shelter in Place and Intruder Drills are held on a regular basis. Every student is instructed on correct behavior for emergencies. When evacuating the classroom, students are to walk silently to the assigned areas of the playground, turn around and face the buildings and wait quietly for teachers to take roll call. During an earthquake drill, students are to drop to the floor under a table or desk, cover their back and neck with one arm, and hold onto the legs of the table with the other arm. Following the drill, students are to respond immediately to instructions given by the adult in charge.

In the event of an actual disaster, students will be held at school until released to an authorized adult, as listed on the emergency card. It is critical that parents make arrangements to have someone available in case of emergencies. Staff works with the PTSA to provide materials and equipment to ensure the safety of all of the students in case of any emergency. A copy of the UPCS Safety Plan is available in the main office.

EMERGENCY CARD INFORMATION

It is extremely important that each student's emergency card be kept up to date. Please be certain there is always someone listed on the card with a current telephone number in the event we have to notify someone regarding an emergency or accident. If there are changes or additions during the year, please notify the office immediately. When a student is sent home early from school, only contacts listed on the emergency card will be permitted to take the child.

STUDENT HEALTH

The Health Technician's office is located in the UPCS main office. The Health Technician is the consultant for students concerning health problems. Contagious illnesses are quickly and easily spread at school. If your child has a sore throat, or any other illness, please keep your child at home.

When children complain of illness at school, their temperature is taken. If the student has a fever, parents will be called to come take the child home. If parents cannot be located, an alternate name listed on the emergency card will be called.

Hearing screenings are mandated by the state for grades K, 2, 5, 8, students who are new to California, and by teacher referral. You will be notified by the school when this is to occur.

Vision screenings are mandated for students in grades K, 2, 5, 8 students who are new to California, and by teacher referral.

Scoliosis screening is mandated for each female student in grade 7 and each male student in grade 8.

Oral Health Assessment must be completed in the 12 months prior to entry or by May 31st of the pupils first school year. Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time.

If you DO NOT WANT your child to receive any or all of the screenings provided free of charge during the school year, please send a signed note to school, addressed to the Health Office. Please include your child's grade and specific screening (hearing, vision, scoliosis) you do not want. A **"DO NOT SCREEN"** note from the parent/guardian is needed each school year.

Immunization Review - The physical exam can be done by your physician, or if eligible, by a Health Department Clinic. The Pleasant Valley School District and UPCS require that immunizations be verified by the school secretary or health technician at school before a child can enter school. To verify the dates of immunizations, you must bring with you the health card from your doctor, Health Department, or an International Health Card which lists the immunization dates. It is the responsibility of the parent to keep immunization records current.

EC 49403, 48216; HSC 120325, 120335, 120338, 120370, 120372, and 120375
Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. UPCS shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The UPCS may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents/guardians have consented in writing.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunizations records for these students to their schools.

The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Free or low-cost immunizations for children are available for the Ventura County Health Care Agency. For information, call (805) 981-5221 (Toll-free: 888-582-5012) or go to https://vchca.org/immunization-program.

Parents/guardians of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters 7th grade. Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption (CAIR-ME) website. A medical exemption filed at the school before January 1, 2020 will remain valid until the earliest of:
- When the student enrolls in the next grade span (TK/K-6th grade or 7th-12th grade).
- The expiration date on the temporary medical exemption.
- Revocation of the exemption because the issuing physician has been subject to disciplinary action from the physician's licensing entity.

Cancer Prevention ACT - Human Papillomavirus (HPV) Immunization
Effective January 1, 2024, Assembly Bill (AB) 659, known as the Cancer Prevention Act, added Education Code section 48980.4, which requires the Annual Notice to include a statement about the State's public policy advising students to follow current immunization guidelines regarding full immunization against human papillomavirus (HPV) before admission or advancement to eighth grade.

Medication - The state law and our school policy state that your child may never bring any type of medication to school without parent and doctor permission. Parents must request an Authorization to Administer Medication form from the school office, which must then be completed by a physician. All medication is stored and administered by the administrative assistant, clerk, or health technician. Medication must be kept in the pharmacy labeled container. This includes all types of pills, inhalers, over the counter medication and/or prescription medications.

Annual Notice to Parents and Guardians Regarding Synthetic Drugs
Effective January 1, 2024, AB 889 requires that local educational agencies notify parents and guardians about the dangers associated with using unprescribed synthetic drugs, such as fentanyl. According to the U.S. Drug Enforcement Administration (DEA) website, deadly doses of fentanyl have been found in fake/counterfeit versions of Adderall, Xanax, and Oxycodone, among other medications.

For more information, the Centers for Disease Control and Prevention (CDC)'s Fentanyl Facts, in English and Spanish, can also be accessed here: CDC Fentanyl Facts (English) and CDC Fentanyl Facts (Spanish).

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision, and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:
http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

UPCS shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

Diabetes

UPCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Mental Health Services

UPCS recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at UPCS and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a UPCS counselor by coming into the front office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 805-482-4608. Our UPCS counselors supports students by providing individual sessions, group, or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our UPCS or by an outside provider listed in this section, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Mrs. Solórzano at 805-482-4608.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the UPCS health office at 805-482-4608.

Available in the Community:

- Ventura County 24 Hour Crisis Team-Suicide and Safety Concerns Crisis Line 1-866-998-2243
- Crisis Text Line Text the word "home" to 741741
- Interface (runaway/homeless) 1-805-469-5882
- Domestic Violence Hotline 7-800-799-7233

- All Ventura County Resources Dial 211

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Concussion and Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course. The information sheet on sudden cardiac arrest is available via the following link:
https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf.

Opioid Information Sheet

UPCS annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to UPCS before the athlete initiates practice or competition. The fact sheet is available at:
https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. UPCS believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, UPCS will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available in the school office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on UPCS's website and an opportunity to review the curriculum will be offered to parents at least two weeks before any instruction begins.

Pregnant and Parenting Students

UPCS recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. UPCS will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in UPCS if it is necessary in order for the student to be able to complete any graduation requirements, unless UPCS determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the UPCS Uniform Complaint Procedures ("UCP"). The complaint may be filed in writing with the compliance officer:

Charmon Evans
Executive Director
University Preparation Charter School at CSU Channel Islands
Camarillo, CA 93010
Phone: 805-482-4608

A copy of the UCP is available upon request at the main office and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Sexual Health Education

UPCS offers comprehensive sexual health education to its students in grades. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. UPCS does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:
Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.

- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to UPCS.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by UPCS personnel or outside consultants. When UPCS chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to UPCS.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if UPCS has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

CAFETERIA SERVICES

UPCS participates in the National School Lunch Program. Lunch and breakfast/snack menus are available on our website.

UPCS offers healthy meals every school day because children need healthy meals to learn. For the 2026-2027 school year food service is free to all students. Students can have a snack and lunch at no cost.

Morning Nutrition & Brain Breaks
UPCS classes take a morning brain break or nutrition that includes a snack time. If students ordered a snack from the cafeteria, one will be provided free of charge. Students may bring their own snack from home if they prefer.

Lunches
If your student brings home lunch, they should bring it with them when arriving at school. Due to safety procedures and in an effort to reduce classroom disruption, student meals and/or food deliveries cannot be accepted in the office. We thank you in advance for your support and understanding. Students can order a lunch from the cafeteria which will be provided free of charge.

LUNCHTIME AND PLAYGROUND BEHAVIOR

1. During lunch, all food is to be eaten at the lunch tables. In order to maintain a safe and healthy school environment, please observe the following:
2. Students are expected to:
3. Exercise good table manners and clean up after themselves.
4. Be responsible for bringing or buying their own lunch.
5. Stand in line and make their own lunch purchases.
6. Never play contact games or rough sports (to avoid injuries!).
7. Use equipment as it is intended to be used.
8. Play or visit with classmates in designated areas only.
9. Refrain from throwing rocks or other objects that may cause harm.
10. Be kind and treat others with respect.
11. Contribute positively to a peaceful school environment
12. Use appropriate language.
13. No glass containers

WELLNESS POLICY

In an effort to support good health and habits, the Board of Directors of UPCS has recently adopted a new Wellness Policy to help guide our school-wide efforts. The following information summarizes the school board policy and will help families and school staff maintain a healthy learning environment and support the well-being of our school community.

INTRODUCTION
The Board of Directors of UPCS recognizes the link between student health and academic achievement. It is the goal of UPCS to promote the health of its students by supporting wellness, good nutrition, and regular physical activity as vital components of the complete learning environment. In furtherance of this goal, the UPCS Board of Directors adopts this School Wellness Policy

SNACKS
Food served during the school day or in after-school care or enrichment programs should make a positive contribution to student's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and beverages that are

within the nutritional standards. Students are not to consume caffeinated drinks on campus. Food and beverages need to be consumed or disposed before entering the classroom with the exception of water in a resealable container.

CELEBRATIONS & EVENTS
UPCS encourages the consumption of healthy foods and beverages at school celebrations and events (including classroom parties). Teachers will limit celebrations that involve food during the school day to no more than one party per class per month. It is strongly recommended that any type of classroom or school sponsored activity which will serve food or beverages take place after the lunch meal period, in order to avoid interference with the lunch program. UPCS teachers and staff ask students and parents to refrain from providing sugary, high calorie or high fat foods for group or class celebrations. We ask that families not send foods with added sugar to school for consumption by groups of students or classes. We encourage all families donating snacks to consider donating nut free snacks.

SHARING OF FOODS AND BEVERAGES:
Students shall not share their food or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

DRESS CODE (Dress for Success!)

All students are expected to demonstrate high standards of appearance and appropriate dress at school and on field trips. The dress code is in place to support safety and a positive learning environment. The dress code may slightly limit personal choice of styles or inconvenience some individuals. However, the rules established for the school will support an atmosphere of learning and are for the good and safety of all. Students and parents should make sure that cleanliness, health and safety are guides to acceptable school attire.

Students will receive one warning about a Dress Code violation and will be required to replace an article of clothing with a loaner from school, if available. Parents/guardians will be called to bring appropriate clothes, accessories, or shoes if a loaner is not available. After a first warning, parents will be called and asked to bring appropriate clothes, accessories, or shoes to school. Please see below for specific requirements:

1. The appearance of student clothing shall not be disruptive to the educational process or constitute a health or safety hazard.
2. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, sexually suggestive or which promotes the use of alcohol, drugs, tobacco, weapons, illegal activity, hate speech, gang or violent affiliations, or imagery/language that targets any group.
3. Securely fastened closed-toe and closed-heel or secure back-strap shoes are required each day. Footwear that leaves the toes or heel exposed, including flip-flops, slides, slippers, or backless shoes, are not permitted unless specifically approved for a school activity.
4. Clothing must cover undergarments so that it is not visible during normal wear; students should be able to sit, bend and move without needing to adjust clothing. See-through tops and exposed abdomens are prohibited. Shirts must have straps attached.
5. The entire area of the body from the armpit to the bottom of the outfit is covered, including undergarments. The bottom of the outfit must cover to the mid-thigh.
6. Caps and hats are saved for outside the building.

All rules apply to all students all the time including Spirit Days, holidays, or school-sponsored events. Any deviation from the dress policy requires prior approval from administration.

PERSONAL ELECTRONIC DEVICES

All personal electronic devices including but not limited to cell phones, smart watches, earbuds etc. must be turned off and kept in backpacks or lockers at the middle school OR in backpacks or classrooms in teachers' technology baskets at the elementary school. They must not be visible. Students may not use their cell phones or have them visible once entering campus at the start of the school day and until exiting campus.

UPCS is not responsible for lost, stolen, or broken cell phones or other electronic devices.

If a student has a matter that requires contacting a parent, they must do so under the supervision and with the permission of a staff member using a land line from the main office or with the help of a teacher from the teacher's classroom. If a parent needs to contact their child during school hours, please contact the school office.

Because of the disruption to the instructional process, if a student is using any personal electronic device for any of the functions/reason during the restricted time, students will be held accountable, and the following consequences will be imposed:

- Personal electronic device will be taken from the student
- The personal electronic device will be returned only to the Parent/Guardian of the student. The student, sibling, neighbor or relative other than the parent/guardian, may not pick up the personal electronic device

We realize that having to pick up a student's personal electronic device may be inconvenient for parents and guardians and therefore we recommend you discuss this policy with your student in order to avoid this problem. We also ask you to keep in mind that the use of cell phones is not only disruptive in class, they are an inconvenience to teachers and staff that must stop what they are doing to correct the problem. Confiscated phones will be labeled with the student's name and kept in the main office until the parent takes possession.

Students who have a personal electronic device confiscated more than two times will be placed on a behavior contract and may be subject to further discipline. The school may also require the student to check the phone into the office for repeat incidents.

PARENT MESSAGES AND TELEPHONE CALLS

We request your cooperation in limiting phone calls, deliveries, and other classroom disruptions to emergencies only. Because classroom time is valuable, we aim to minimize disruptions. If your child brings a home lunch, please send the lunch with your child in the morning. Lunch, forgotten books and assignments, or other items will be kept in the main office until break time when the student will be notified and may pick up the item(s). Every time a classroom door is opened, concentration and instruction are interrupted. Our teachers thank you for keeping disruptions to a minimum!

STUDENT ADMISSION POLICIES AND PROCEDURES

UPCS will actively recruit an ethnically, linguistically, socio-economic, and special needs diverse student population whose families understand and value the school's mission, are committed to the school's instructional and operational philosophy, and whose children will benefit from the school's design. UPCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

UPCS shall admit all pupils who wish to attend UPCS. No test or assessment shall be administered to students prior to acceptance and enrollment into UPCS. UPCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

UPCS shall require students who wish to attend UPCS to complete an application form. If the number of applications exceeds the number of spaces available in the school, admission, except for existing students of UPCS who are guaranteed admission in the following school year, acceptance and enrollment shall be determined by a random public lottery. The random public lottery will be conducted by grade level and will be conducted in the month of March, and a waiting list established, as necessary.

UPCS will give admission preference in the public random lottery to the following students in the following order:

- Siblings of existing students
- Children of the UPCS staff and CSU Channel Islands University faculty
- Students who reside in chartering district (PVSD)
- Students from outside PVSD
- 50% English and 50% Spanish speakers for dual language program at UPCS

After the deadline for applications has passed and a public random lottery, as needed, has been conducted, parents will be notified, by mail, of their application status. Applications will continue to be received and processed until all available spaces have been filled. Families whose children have been admitted to the school will be required to fill in registration packets and provide all immunization and emergency information.

Student Population Balance
To achieve a balance of racial and ethnic students, special education students, and English Learners that reflects the general population residing within the territorial jurisdiction of the Pleasant Valley School District, UPCS will advertise throughout Ventura County communities to reach a diverse group of interested applicants.

The process for seeking admission to University Preparation Charter School at CSU Channel Islands will be advertised in a variety of ways. Advertisements will be placed in the local newspaper. Information about the Charter School will be available on the website and social media outlets for prospective families and will include the Charter School's mission and vision statements, as well as descriptions of its programs and instructional organization. Information meetings and tours will be regularly scheduled for interested families. Tours and information will be distributed in Spanish and English. Families are highly encouraged to attend an orientation/tour of the program prior to applying to ensure commitment and understanding of the program.

Ventura County's student population is richly diverse; thus, it is expected that applications will be received from families representing each ethnic, linguistic, socio-economic, and special needs population residing in Ventura County. UPCS is committed to evaluating its racial, ethnic, linguistic, and special education population balance on an annual basis and commits to adjusting recruitment practices if needed in order to build a school community that reflects the District's composition.

MISCELLANEOUS

CHILD FIND SYSTEM
UPCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Ventura County SELPA. These services are available for special education students enrolled at UPCS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. UPCS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, UPCS is responsible for identifying, locating, and evaluating children enrolled at UPCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. UPCS shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Student Services.

Verónica Solórzano
Director, Student Services
1099 Bedford Drive
Camarillo, CA 93010
Email: veronica.solorzano@universitycharterschools.org
Phone: 805-482-4608

SECTION 504
UPCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of UPCS. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by UPCS. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Director of Student Services. Contact information is located above this paragraph. A copy of UPCS's Section 504 policies and procedures is available upon request at the main office.

LOST AND FOUND
Any lost personal articles or books, which are found, are to be placed in the lost and found receptacle in the UPCS offices. It is the responsibility of students or parents to search lost and found for missing articles. Articles will be removed monthly and donated to charity.

NON-DISCRIMINATION

UPCS is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

UPCS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

UPCS does not discourage students from enrolling or seeking to enroll in the UPCS for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. UPCS shall not encourage a student currently attending UPCS to dis-enroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the UPCS's charter and relevant policies.

UPCS does not request nor require student records prior to a student's enrollment.

UPCS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

UPCS is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). UPCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. UPCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which UPCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. UPCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

The lack of English language skills will not be a barrier to admission or participation in school programs or activities. Complaints of unlawful discrimination, harassment, intimidation, or bullying based on protected characteristics are investigated through the UPCS Uniform Complaint Process or the UPCS Title IX, Harassment, Intimidation, Discrimination and Bullying Policy. For a complaint form, a copy of these policies or additional information, contact: Charmon Evans, Executive Director. UPCS prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

UPCS is committed to non-discrimination policies also applying to all acts of the governing board, the district superintendent, and the county superintendent of schools in enacting the local educational agency's policies and procedures.

EDUCATIONAL EQUITY: IMMIGRATION AND CITIZENSHIP STATUS

All persons in public schools, regardless of their Immigration status, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, are to be afforded equal rights and opportunities in the schools, and are not to be discriminated against on the basis of these specific characteristics in any program or activity conducted by the school that receives or benefits from state financial assistance or enrolls students who receive state financial aid. School officials are prohibited from collecting information or documents regarding citizenship or immigration status of students or their family members. Schools are to adopt a policy that prohibits and adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on those actual or perceived specified characteristics. The superintendent of a school district or county office of education and principal of a charter school are to report to the governing board of local educational agency in a timely manner any requests for information

or access to the school site by an officer or employee or a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information. Schools are encouraged, when an employee is aware that a student's parent or guardian is not available to care for the student, to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the student's care unless the school is able to arrange for care through the use of emergency contact information or instructions provided by the student's parent or guardian. Governing boards or schools are to provide information to parents and guardians as appropriate, regarding their children's right to a free public education, regardless of immigration status or religious beliefs. Schools and school districts will adopt by July 1, 2018, model policies created by the California Attorney General, limiting immigration enforcement at public schools ensuring that public schools remain safe and accessible regardless of immigration status.

PESTICIDE PRODUCTS
To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide applications at the school at least 72 hours before the application, please contact Charmon Evans, Executive Director. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application, an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan.

SURVEYS
Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

LIBRARY
Elementary students visit the school library weekly. Students receive instruction in the proper use of the library and are responsible for the return of borrowed books. Classes may also take field trips to the public library to take advantage of the excellent community facilities. UPCS students may visit the library after school and on arranged times during the day. Students at both the Elementary and Middle School Sites have access to our online library called "Overdrive". If you have not accessed the library, your child's teacher will be sending information home with your child.

PETS
Unless requested by a teacher for a specific class project, pets are not allowed on campus. For health and safety reasons pets are not allowed on campus during drop-off and pick-up times.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE DATA SHARING
The California College Guidance Initiative (CCGI) works with California school districts to make applying for college and student financial aid a more streamlined experience for students. The CCGI currently receives enrollment data for all public school students in grades 6-12 from the California Department of Education (CDE). For more information about the CCGI, visit their website at https://www.californiacolleges.edu/#/.

FIREARM SAFETY AND SAFE STORAGE OF FIREARMS INFORMATION
To help everyone understand their legal responsibilities, this section spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.
    - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is

likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

HARM OR DESTRUCTION OF ANIMALS

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.
A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

FOSTER YOUTH EDUCATIONAL PLACEMENT

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to UPCS.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to UPCS from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The Board of Directors designates the following staff person as the Liaison for Foster and Mobile Youth:

Kayla Wetmore
School Counselor
1099 Bedford Drive
Camarillo, CA 93010

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: UPCS will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability, and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. UPCS will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in UPCS as the student's school of origin (subject to UPCS's capacity and pursuant to the procedures stated in UPCS's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in UPCS as the school of origin, the foster youth has the right to remain in UPCS pending the resolution of the dispute. UPCS will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to UPCS (subject to UPCS's capacity and pursuant to the procedures stated in UPCS's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: UPCS will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

UPCS will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, UPCS shall not require the student to retake the portion of the course the student completed unless UPCS, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When UPCS receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), UPCS shall provide these student records within two (2) business days. UPCS shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

UPCS shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left UPCS.

In accordance with UPCS's Educational Records and Student Information Policy, under limited circumstances, UPCS may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If UPCS intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, UPCS will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If UPCS intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, UPCS will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through UPCS's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at UPCS, a copy of UPCS's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

EDUCATION OF HOMELESS YOUTH

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Board of Directors designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Kayla Wetmore
School Counselor
1099 Bedford Drive
Camarillo, CA 93010

School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at UPCS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by UPCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, UPCS's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. UPCS personnel providing services receive professional development and other support.
9. School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the ACT.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Acceptance of Course Work: UPCS will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

UPCS will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, UPCS shall not require the student to retake the portion of the course the student completed unless UPCS, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at UPCS, a copy of UPCS's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

PARENT RIGHTS

General Complaints
University Preparation Charter School at CSUCI has adopted Board Policy #106. Below is the General Complaints Section of this policy. The full policy and forms can be found on our website and upon request a copy can be made available by office personnel.

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about UPCS generally, or a UPCS employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Chair of the Board of Directors (only if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to ascertain the facts relating to the complaint and talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of UPCS, the Executive Director may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of UPCS. The decision of the Board of Directors shall be final.

General Requirements
1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board of Directors (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or designee] a written request that identifies the record(s) they wish to inspect. The School official 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 parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents/guardians or eligible students who wish to ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA should write the School principal [or designee], clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or 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 parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent or eligible student, the School principal or designee must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.
3. The right to provide written consent before the School discloses personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person, volunteer, contractor or company outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records such as an attorney, auditor, medical consultant, or therapist; a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer or company or assisting the School in performing an institutional function or service. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

   Note that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

   UPCS may disclose appropriately designated "directory information" to outside organizations without a parent's/guardian's prior written consent, unless you have advised the school to the contrary in accordance with School's procedures. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The primary purpose of directory information is to allow the UPCS to include this type of information from your child's education records in certain school publications. Examples include but are not limited to:
   - The annual yearbook;
   - A program for a show or presentation, showing your student's role;
   - Honor roll or other recognition lists;
   - Forward directory information to high school district upon promotion;
   - Graduation programs; and
   - Sports activity sheets, such as for basketball
   - Others listed in the paragraph above.

   UPCS has designated the following information as directory information:
   1. Student's name
   2. Student's address
   3. Parent's/guardian's address
   4. Telephone listing
   5. Student's electronic mail address
   6. Parent's/guardian's electronic mail address
   7. Photograph and video
   8. Date and place of birth

9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want UPCS to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing by September 1st. A copy of the complete Policy is available upon request at the main office.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW, Washington, DC 20202-5901

5. The right to request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

a. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99; 2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
b. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
c. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
d. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
e. Accrediting organizations in order to carry out their accrediting functions;
f. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
g. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
h. Persons who need to know in cases of health and safety emergencies;
i. State and local authorities, within a juvenile justice system, pursuant to specific State law;
j. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the School; and/or
k. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The

School discloses the final results of the disciplinary proceeding regardless of whether the School concluded a violation was committed.

Teacher Qualification Information and Parent and Family Engagement
All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals. The UPCS Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of UPCS's complete Parent and Family Engagement Policy is available upon request in the main office.

Uniform Complaint Procedures
UPCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. UPCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any UPCS program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Adult Education;
   - Career Technical and Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development Programs;
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Education Programs;
   - Regional Occupational Centers and Programs; and/or
   - School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

4. Complaints of noncompliance with laws relating to pupil fees may be filed with the Director of UPCS or the Compliance Officer identified below.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If UPCS adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UPC.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Charmon Evans
Executive Director
1099 Bedford Drive
Camarillo, CA 93010
Phone: 805-482-4608

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which UPCS's Board of Directors approved the LCAP or the annual update was adopted by UPCS.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with UPCS's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from UPCS's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal UPCS's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the UPCS's written Decision, except if UPCS has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with UPCS, a copy of UPCS's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. UPCS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, UPCS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in UPCS's Decision are not supported by substantial evidence.
4. The legal conclusion in UPCS's Decision is inconsistent with the law
5. In a case in which UPCS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals UPCS's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If UPCS finds merit in a UCP complaint, or the CDE finds merit in an appeal, UPCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of UPCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if UPCS has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

STUDENT BEHAVIOR and RESPONSIBILITIES

Be Respectful
Be Responsible
Be Safe
Be an Ally

AUTHORITY OF SCHOOL PERSONNEL
Every student is under the jurisdiction of all school personnel ie: teachers, substitute teachers, guest teachers, instructional aides, and office staff, custodians, etc. All staff are responsible for monitoring student behavior and safety and may assign appropriate consequences.

HANDS TO SELF/HANDS OFF
Fighting and play fighting are not allowed. For the safety of all, we practice a "Hands Off" policy. When you touch others in any way, you are putting yourself at risk for injury, and thus at risk for disciplinary action (including suspension). Keep hands, feet and objects to yourself; no hitting, shoving, running, or horseplay. No "table-topping", "body blows" or "punchlines". In situations that involve fighting, all students who participate may receive consequences regardless of who started it. Refrain from public displays of affection, including kissing, hand holding and hugging.

DISCRIMINATION, HARASSMENT, VIOLENCE, INTIMIDATION AND BULLYING
UPCS is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Education Code section 220, of mental or physical disability, sex (including pregnancy, childbirth or related medical conditions, and parental status), gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, sexual orientation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within the school will be subject to disciplinary action which may be up to and including expulsion and shall be required to participate in restorative justice classes to educate and put into practice appropriate replacement behaviors. Students who witness acts of discrimination, harassment, violence, intimidation, or bullying related to a school activity or school attendance are expected to report the incident to a trusted adult. To report an incident, please contact Charmon Evans, Executive Director. You can also reference the following board policy HERE. 518 - Harassment, Intimidation, Discrimination and Bullying.

RESPECTFUL LANGUAGE
Children may not make remarks, slurs, name calling, innuendoes, jokes, etc. related to a the actual or perceived characteristics of mental or physical disability, sex (including pregnancy, childbirth or related medical conditions, and parental status), gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, sexual orientation, medical condition, genetic information,

marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. These remarks made in general or directed toward another child, adult, or family will not be tolerated. Participating in, or conspiring to engage in, acts of hate or violence is prohibited. Intentionally engaging in threats or intimidation that creates disorder, invades the rights of others, or creates a hostile educational environment is prohibited.

Gossip is harmful to our community and should not be engaged in by students, staff, or parents. Gossip causes heartache and hurt feelings and generates grief. Before you repeat a story, ask yourself: Is it true? Is it fair? Is it kind? Is it necessary? Is it beneficial to everyone concerned?

BE AN ALLY
It is not ok to be quiet! If you see something, say something! Students can be an ally by taking the side of the victim by speaking up for the victim, walking away with the victim and/or immediately telling a trusted adult.

UNAUTHORIZED ITEMS AT SCHOOL
Student and staff efforts during the school day should focus on the learning process. Therefore, many items that interfere with the educational process are not allowed at school. All unauthorized items brought to school will be confiscated by staff and may or may not be returned directly to the student. Possession of unauthorized items may lead to disciplinary action, including but not limited to suspension or expulsion.

Items include but are not limited to: permanent markers/sharpies (except as provided by teachers), energy drinks, water balloons, electronic games, iPods, electronic devices including cell phones/wireless communication devices laser pens/pointers, silly string, trading cards, aerosol cans, weapons or weapon look-alikes, drugs and drug paraphernalia including, but not limited to alcohol, vapes, pipes, rolling papers, and lighters, stink bombs, toys, chains, hobby/collectibles, or other items that are not related to classroom instruction and learning.

Clothing accessories or other items may not display words, pictures or phrases promoting violence, gang affiliation, profanity, sexual reference, or other categories deemed inappropriate by school personnel.

Parents may recover confiscated items, excluding illegal items held in evidence, upon administrative approval within a reasonable period of time. Items not recovered within a reasonable period of time will be discarded. UPCS is not responsible for materials confiscated from students while at school. The primary objectives of requiring you not bring restricted materials to school are to ensure that you focus on educational tasks, to assure your safety, and to prevent the loss of or damage to private property.

PERSONAL POSSESSIONS
Toys and other personal items which are used for sharing time or for enhancement of the school's educational program may be brought to school by students if prior approval has been obtained by the teachers. For safety reasons and to protect personal property, all other toys and playground equipment should remain at home. This includes trading cards. If a student brings in a ball for playground use it is to be checked with the teacher or the office and will be available for all students to use. Real weapons and "look alike" weapons are not allowed at school at any time.

WEAPONS AND DANGEROUS INSTRUMENTS
No student shall bring a weapon, including a firearm, explosive, knife, any dangerous or illegal instrument, or any instrument represented as one of the above items or that reasonably appears to be a weapon to school. No students shall interfere with normal activities, occupancy, or use of any building or portion of campus by exhibiting, using, or threatening to exhibit or use any weapon or any item that is represented as or that reasonably appears to be a weapon.

1. Any article which could endanger or be used as a weapon will be confiscated immediately, and depending on circumstances, parents and/or police may be called. - Any student violating the Weapons and Dangerous Instruments Policy shall be (a) suspended; or (b) expelled. (Policy #515)

2. Weapons and dangerous instruments include, but are not limited to: Firearms - pistol, revolver, shotgun, rifle, "zip gun," "stun gun", taser, laser pen light, and any device capable of chemically propelling a projectile. For school purposes, this includes airguns, CO2 guns, paint guns, BB guns, pellet guns and dart guns, and non-operating devices made to look like a firearm which might be used for intimidation. Penal Code 417.27, 12550, 12556

3. Cutting and puncturing devices, dirks, daggers, legal knives, illegal knives (knives longer than two and one-half inches, folding knives with a blade that locks into place), razors with an unguarded blade and any other device capable of cutting or puncturing.

4. Explosive and/or incendiary devices: pipe bombs, time bombs, tear gas and tear gas weapons, i.e. pepper spray, cap guns, caps, containers of inflammable fluids, and other hazardous devices.

5. Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy club, nunchucks, and club, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edge designed for use as a weapon.

6. Other - any other objects that could be used to inflict harm.

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Expectations	Classroom/ Indoor Spaces	Eating Areas	Hallways	Outdoor Play Areas	Restrooms	Front of the School
Be Safe	▪ Use equipment, supplies, and furniture properly ▪ Hands to self ▪ Sign-in and out, as needed	▪ Walk ▪ Eat in designated areas ▪ Report problems immediately ▪ Respect personal space ▪ Do not share food or drinks	▪ Walk ▪ Respect personal space ▪ Keep passageways clear and open ▪ Stay clear of the yellow door arches	▪ Follow staff instructions and rules ▪ Use equipment properly ▪ Stay in assigned spaces ▪ Report problems immediately	▪ Dispose of all paper products appropriately ▪ Keep facilities clean ▪ Use the restroom properly and avoid climbing over or under the stalls	▪ Follow pedestrian and traffic rules ▪ Be alert ▪ Walk ▪ Cross parking lot at the crosswalk ▪ Walk on the school side of the yellow line
Be Responsible	▪ Come prepared for learning ▪ Take ownership of learning ▪ Keep area clean, neat, and organized ▪ Use classroom tools appropriately ▪ Personal electronic devices off and in backpack or teacher designated area	▪ Follow staff instructions ▪ Clean up after yourself ▪ Resolve problems by talking calmly or getting assistance, when needed ▪ Personal electronic free zone	▪ Follow staff instructions ▪ Make your way to where you need to be efficiently ▪ Wait patiently outside classroom ▪ Personal electronic free zone	▪ Resolve problems by talking calmly or getting assistance, when needed ▪ Use equipment appropriately ▪ Use this time to use the restroom, get water, and take care of all personal needs ▪ Personal electronic free zone	▪ Return to class promptly ▪ Report problems and vandalism immediately ▪ Use the restroom before/after school and during breaks ▪ Personal electronic free zone	▪ Go to designated areas ▪ Know and follow your after school plan promptly ▪ Keep track of your own belongings
Be Respectful	▪ Use appropriate verbal and non-verbal communication ▪ Honor personal space of others ▪ Follow directions of school personnel ▪ Wait patiently	▪ Speak with kindness ▪ Wait your turn in line ▪ Use appropriate verbal and non-verbal communication	▪ Honor personal space of others ▪ Get permission before touching someone's belongings ▪ Use appropriate verbal and non-verbal communication	▪ Use appropriate verbal and non-verbal communication ▪ Demonstrate good sportsmanship ▪ Play fairly and follow the rules	▪ Use equipment, supplies, and materials properly ▪ Use proper hygiene ▪ Respect privacy of others	▪ Use appropriate verbal and non-verbal communication ▪ Get permission before touching someone's belongings ▪ Consider others when sharing space
Be an Ally	▪ Stand up for what is right ▪ Report it to a trusted adult, if you see something concerning (can be anonymously) ▪ Be accepting and inclusive of others ▪ Speak positively about others and self ▪ Help others and get help for others in need ▪ Respect the boundaries of others					

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

<u>Governing Law</u>: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days

before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I).

Discipline policies and procedures for the University Preparation Charter School at CSU Channel Islands are based on concepts of positive behavioral support and a progressive discipline process that involves the student, the Charter School staff, and the student's parent(s)/caregiver(s). The standards for student behavior are communicated to all stakeholders.

Discipline policy and procedures clearly describe the Charter School's policy, its progressive nature, and stipulate who participates, their roles and responsibilities, and guidelines for determining consequences for student behavior. The discipline procedures are generally guided by the view that students should be accountable for their behavior. The climate of the University Preparation Charter School at CSU Channel Islands is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for undesirable behavior. Students and their parent(s)/guardian(s) receive information regarding the rules and discipline policy in the Parent/Student Handbook given out each school year.

Underlying this progressive discipline process is the belief that retaining students in their learning environment is essential. In short, the University Preparation Charter School at CSU Channel Islands is committed to providing its students an opportunity to experience the benefits of the curriculum in an environment that fosters and promotes their potential, achievement, and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults and property are manifestations that under gird proper behavior for those who attend.

When there is divergence from these expectations, the staff, the student, and the student's parent(s)/caregiver(s) seek age-appropriate interventions which re-direct inappropriate behaviors into more successful behaviors with the least disruption to the student's educational program and class. A desire of the discipline process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved.

The process developed and described is not discriminatory, arbitrary or capricious. Procedures follow general principles of due process. Students and their parent(s)/caregiver(s) will sign agreements related to their understanding of and responsibility to the standards described in the Student/Parent/Teacher Compact. Students who violate school rules may expect consequences that may include, but not be limited to, the following:

1. Verbal and/or written warnings.
2. Loss of privileges.
3. Notices to parent(s)/caregiver(s) by telephone and/or letter.
4. Parent/staff/student conference.
5. In lieu of suspension from school where appropriate: alternative in-school placement.
6. In lieu of expulsion where appropriate: alternative educational placement.
7. Suspension and Expulsion as described herein.

Discipline policies and procedures conform to federal law regarding all students who attend the Charter School. Disciplinary matters involving students with Individualized Education Programs are carried out in consultation with staff knowledgeable about the provisions of the Individuals with Disabilities Education Improvement Act of 2004 and the California Education Code. UPCS will follow all laws in relation to the rights of Special Education Students including the protections afforded

through 10-day suspension limits, manifestation determination reviews, behavior intervention plans, alternative placements and continuing services for expelled students. All decisions affecting the students who attend the University Preparation Charter School at CSU Channel Islands are afforded the rights of due process. The Charter School will notify the child's district of residence of any action that results in the students being moved to an alternative placement.

Policy (the policy is being updated in August 2026 and will be added to this at that time, below is the most recent Board Approved)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at University Preparation Charter School ("UPCS" or the "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as UPCS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom UPCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. UPCS will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom UPCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by UPCS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until UPCS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or

terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the pupil:
    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
    l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
    m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
    n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
    o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
    p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
    q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to

create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

s. Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act

1. Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by UPCS.
v.

2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
   a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a

juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to

be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

s. Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

4. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by UPCS.:

5. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following

v. A message, text, sound, video, or image.

vi. A post on a social network Internet Web site including, but not limited to:
a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for bullying the pupil and such that another pupil would reasonably believe or has reasonably believed that the pupil was or is the pupil who was impersonated.
c. Creating a false profile for having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

vii. An act of cyber sexual bullying.
d. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
e. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

6. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

Charter School will use the following definition:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or UPCS employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or UPCS personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with UPCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If UPCS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when UPCS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial UPCS Board of Directors following a hearing before it or by the UPCS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the UPCS Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the

Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of UPCS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at UPCS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

UPCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by UPCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. UPCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, UPCS must present evidence that the witness' presence is both desired by the witness and will be helpful to UPCS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the UPCS Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with UPCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

UPCS shall maintain records of all student suspensions and expulsions at UPCS. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from UPCS as the UPCS Board of Directors' decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. UPCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from UPCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to UPCS for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school, district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon UPCS's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

UPCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who UPCS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, UPCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If UPCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If UPCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that UPCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and UPCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If UPCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then UPCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or UPCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or UPCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and UPCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if UPCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or UPCS may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
UPCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated UPCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if UPCS had knowledge that the student was disabled before the behavior occurred.

UPCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to UPCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other UPCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other UPCS supervisory personnel.
d. If UPCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If UPCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. UPCS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by UPCS pending the results of the evaluation.

UPCS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

TITLE IX HARASSMENT Prohibiting Discrimination on the basis of Sex Policy 522

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of University Preparation Charter School at CSU Channel Islands ("UPCS") to address sex discrimination, including but not limited to sexual harassment, occurring within UPCS's education program or activity.

UPCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in UPCS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom UPCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the UPCS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by UPCS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of UPCS conditioning the provision of an aid, benefit, or service of UPCS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to UPCS's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not picturelimited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or

academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through UPCS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sexbased conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in UPCS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that UPCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in UPCS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to UPCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or UPCS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of UPCS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Executive Director

University Preparation Charter School at CSU Channel Islands

1099 Bedford Drive Camarillo, CA 93010

The Coordinator is responsible for coordinating UPCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to UPCS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within UPCS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. UPCS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

UPCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

UPCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

UPCS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

UPCS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in UPCS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment. Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. UPCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair UPCS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

UPCS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with UPCS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

UPCS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by UPCS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

UPCS will treat complainants and respondents equitably. UPCS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

UPCS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

UPCS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by UPCS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

UPCS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.2 Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

UPCS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in UPCS's education program or activity; or
- Did not occur against a person in the United States.

UPCS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by UPCS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent UPCS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable UPCS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- UPCS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that UPCS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

UPCS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with UPCS's policies.

UPCS may remove a respondent from UPCS's education program or activity on an emergency basis, in accordance with UPCS's policies, provided that UPCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under UPCS's Title IX grievance procedures, UPCS may offer an informal resolution process to the parties. UPCS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, UPCS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. UPCS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless UPCS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, UPCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after UPCS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of UPCS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that UPCS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of UPCS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the President of the UPCS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or UPCS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from UPCS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by UPCS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

UPCS will maintain the following records for at least seven (7) years: • Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant; • Records of any appeal of a formal complaint or sexual harassment and the results of that appeal; • Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution; • All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and • Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

STAFF AND STUDENT INTERACTION POLICY

UPCS recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. An update to this policy will be available on the School's website at [LINK].

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an individual's use of force that is reasonable and necessary to protect the individual, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of UPCS employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide all adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, adult/student interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any adult reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Adults must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors
The following examples are not an exhaustive list:

Unacceptable Adult/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the School.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts such as email, direct messaging, and/or social media.
(l) Engaging in any electronic, digital, or social media communication with a student that is not School-related.
(m) Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when adults have parent/guardian and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Adult/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person is prevented from using a better practice or behavior. Adults must inform a School administrator of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, direct messaging or letters to students if the content is not about school activities

Acceptable and Recommended Adult/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students within School provided platforms must be professional and pertain to school activities or classes (communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.

(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the administration about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another adult to be present if you will be alone with any student with special needs.
(o) Asking another adult to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.
(t) Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.