



UNIVERSITY
PREPARATORY SCHOOL

PURSUING EXCELLENCE
TOGETHER

Student-Parent Handbook 2026-2027





University Preparatory School

2200 Eureka Way

Redding, California 96001

Office Hours: 7:30 a.m. - 4:00 p.m., Monday through Friday Phone

Number: (530) 245-2790 Fax: (530) 245-2791

Web Address: www.uprep.net • School App: U-Prep Panthers

University Preparatory School Board

Damaris Stevens, President

Kyle Jones, Vice President

Sue Brix, Trustee

Susan Saephanh, Trustee

Mike Stuart, Trustee

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GENERAL INFORMATION

UNIVERSITY PREPARATORY SCHOOL MISSION

University Preparatory School inspires, empowers, and challenges students to pursue excellence, show respect, and live with integrity through rigorous academics and meaningful experiences

Vision Statement:

University Preparatory School is a community that empowers students to become lifelong learners who are prepared to lead and positively contribute to a changing world.

U-Prep continues to maintain the highest level of educational quality control, “accreditation”, offered by the Western Association of Schools and Colleges (WASC). U-Prep’s WASC Student Learning Outcomes are noted below:

U-Prep graduates demonstrate:

- ◆ Leadership by acting with integrity, responsibility, and initiative.
- ◆ Growth Mindset by embracing challenges and persevering through learning.
- ◆ Critical Thinking by analyzing information, solving problems, and communicating effectively.
- ◆ Community by building positive relationships and contributing meaningfully to others.

U-PREP STAFF MEMBERS

Administration

Monica Cabral, Superintendent/Principal; mcabral@suhsd.net
Adam Grooms, Assistant Principal; agrooms@suhsd.net
Barbara Reuss, Assistant Principal; breuss@suhsd.net
Jackie Thomas, Assistant Principal; jthomas@suhsd.net
Molly Schlange, Director of Administrative Services; mschlange@suhsd.net

Counselors

Matt Williams, High School Counselor; mwilliams@suhsd.net
Joe Maikranz, High School Counselor; jmaikranz@suhsd.net
Nicole Pringle, Jr High School Counselor; npringle@suhsd.net

Support Staff

Keri Price, Executive Assistant; keriprice@suhsd.net
Ashley Costello, Attendance Clerk; acostello@suhsd.net
Sandy Lanzi, Registrar; slanzi@suhsd.net
Madalyn Brindley, ASB Clerk; mbrindley@suhsd.net
Becky Houston, Student Services Center Secretary; bhouston@suhsd.net
Stacy Schwerdt, Athletics Assistant; sschwerdt@suhsd.net
Nathan Gaddy, Media Room Supervisor; ngaddy@suhsd.net
Bryan Loucks, Security; bloucks@suhsd.net

Faculty

Jenny Adams	jadams1@suhsd.net	Dakota Jones	djones@suhsd.net
Ernesto Aguirre	eaguirre@suhsd.net	Paul Kaukonen	pkaukonen@suhsd.net
Nicole Ampi	nampi@suhsd.net	Marissa Kinneavy	mkinneavy@suhsd.net
Taylor Angley	tangley@suhsd.net	Tawni Kramer	tkramer@suhsd.net
Jeff Arndt	jarndt@suhsd.net	Matt Love	mlove@suhsd.net
Andrea Barnett	abarnett@suhsd.net	Mark McAbee	mmcabee@suhsd.net
Shannon Bright	sbright@suhsd.net	Noah Mock	nmock@suhsd.net
Rachel Carey	rcarey@suhsd.net	Brian Nichols	bnichols@suhsd.net
Biao Cheng	bcheng@suhsd.net	Eric Nielsen	enielsen@suhsd.net
Romney Clements	rclements@suhsd.net	Michelle Oberlander	moberlander@suhsd.net
Jeanne Crawford	jcrawford@suhsd.net	Belen Patel	bpatel@suhsd.net
Mike Dean	mdean@suhsd.net	Morgan Peck	mpeck@suhsd.net
Rochelle Deter	rdeter@suhsd.net	Cory Poole	cpoole@suhsd.net
Dustin Fortenberry	dfortenberry@suhsd.net	Cory Reagan	creagan@suhsd.net
Brad Fowers	bfowers@suhsd.net	David Rickey	drickey@suhsd.net
Jaspal Gaddy	jgaddy@suhsd.net	Steven Schuster	sschuster@suhsd.net
Joseph Groves	jgroves@suhsd.net	Chrysti Setnor	csetnor@suhsd.net
Melissa Gulden	mgulden@suhsd.net	Debbie Shipman	dshipman@suhsd.net
Tim Harles	tharles@suhsd.net	Bobby Shufelberger	bshufelberger@suhsd.net
Connie Hurley	churley@suhsd.net	Kent Smith	kentsmith@suhsd.net
Christine Isheim	cisheim@suhsd.net	Lonnie Sowles	lsowles@suhsd.net
Gina Johnson	gjohnson@suhsd.net	Shelby Stuckey	sstuckey@suhsd.net
Michelle Johnson	majohnson@suhsd.net	Lura Wilhelm	lwilhelm@suhsd.net
Robyn Johnson	rojohanson@suhsd.net		

SCHOOL CALENDAR



2026-2027 Academic School Year Calendar

July 26						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1st Quarter Ends: October 9 41
 1st Semester Ends: December 18 44
 3rd Quarter Ends: March 19 48
 2nd Semester Ends: May 27 42

Student Attendance Days (175)
Minimum Days
Finals
Academic Conferences
Testing Week

August 26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug. Student Attendance Days: 14

September 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sep. Student Attendance Days: 21

October 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct. Student Attendance Days: 21

November 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. Student Attendance Days: 15

December 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. Student Attendance Days: 14

January 27						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. Student Attendance Days: 18

February 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb. Student Attendance Days: 15

March 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar. Student Attendance Days: 19

April 27						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Apr. Student Attendance Days: 19

May 27						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May Student Attendance Days: 19

June 27						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

HOLIDAYS/RECESSES

Labor Day Sep 7
 Veterans Day Holiday Nov 11
 (by law must be Nov 11 if a weekday)
 Thanksgiving Break Nov 23-27
 Winter Break Dec 21-Jan 4
 Martin Luther King Day Jan 18
 Washington Day observed Feb 15
 Lincoln Day observed Feb 16
 President's Week Feb 15-19
 Spring Break March 26-April 5
 Memorial Day May 31
 Juneteenth observed June 18
 Easter - March 28

FACULTY DATES

School Starts: August 12
 School Ends: May 27
 Staff Work Days ○ Aug 11, May 28, June 1
 Staff Development Days △ Aug 10, Jan 4
 Snow Day Makeup: March 26
 (If snow day makeup is used, then March 26 holiday will be moved to March 30)

□ Denotes holiday for staff

BELL SCHEDULE**UNIVERSITY PREPARATORY SCHOOL 2026-2027 BELL SCHEDULE**

REGULAR DAY SCHEDULE				
ATTN: JUNIOR HIGH (6th-8th Grade) PARENTS NO ASAP PERIOD ON FRIDAYS - SCHOOL BEGINS AT 8:30AM				
6th & 7th Grade			8th Grade & High School	
6th-7th ASAP	8:00-8:25		8th ASAP/**O.H.	8:00-8:25
Period 1	8:30-9:20		Period 1	8:30-9:20
*Period 2	9:26-10:21		*Period 2	9:26-10:21
Period 3	10:27-11:17		Period 3	10:27-11:17
Period 4	11:23-12:13		Period 4	11:23-12:13
LUNCH	12:13-12:43		Period 5	12:19-1:09
Period 5	12:49-1:39		LUNCH	1:09-1:39
Period 6	1:45-2:35		Period 6	1:45-2:35
Period 7	2:41-3:31		Period 7	2:41-3:31
*5 Minute Addition for Daily Bulletin		*5 Minute Addition for Daily Bulletin ** Denotes High School Office Hours, M-F		
EARLY RELEASE DAY SCHEDULE				
NO ASAP PERIOD - SCHOOL BEGINS AT 8:30 AM				
6th & 7th Grade			8th Grade & High School	
Period 1	8:30-9:10		Period 1	8:30-9:10
*Period 2	9:16-10:01		*Period 2	9:16-10:01
Period 3	10:07-10:47		Period 3	10:07-10:47
Period 4	10:53-11:33		Period 4	10:53-11:33
LUNCH	11:33-12:03		Period 5	11:39-12:19
Period 5	12:09-12:49		LUNCH	12:19-12:49
Period 6	12:55-1:35		Period 6	12:55-1:35
Period 7	1:41-2:21		Period 7	1:41-2:21
*5 Minute Addition for Daily Bulletin			*5 Minute Addition for Daily Bulletin	

ARRIVAL AND DISMISSAL PROCEDURES

- 1) **DROP OFF:** The campus opens to all students at 7:30 a.m. Students may be dropped off and picked up in the front-drive parking lot of U-Prep or in the lower parking lot. Parents may drop off students on the curb of Eureka Way closest to the U-Prep campus as legal parking space allows (only recommended for high school students or younger students accompanied by high school students). Early arrivals must be in a supervised location: Food Court, Room 299 or the Quad area.
- 2) **PICK UP:** The Shasta Union High School District in conjunction with U-Prep requires all students to be picked up in the lower parking lot, the front parking lot, or the legal parking spaces on Eureka Way in front of U-Prep (only recommended for high school students or younger students accompanied by high school students). For safety purposes, be advised that the Redding Police Department patrols the area and tickets for illegal U-turns, among other infractions.

All students must be picked up by 3:45 p.m. Any student on campus, at any time, must remain in a supervised area. Supervision after school is provided in the lower lot, the front steps of U-Prep, and the foyer (if raining). Students who are not in a supervised after-school activity may not remain on campus after 3:45 p.m.

Be A Friendly Neighbor: For safety reasons and respect for local businesses, students cannot loiter nor are allowed to be picked up in the commercial parking lots across the street or adjacent to U-Prep.

OPEN/CLOSED CAMPUS POLICY

U-Prep has a closed campus for all students in grades six (6) through ten (10). The governing board of U-Prep, pursuant to Section 44808.5 of the Education Code, permits U-Prep students in grades 11 and 12 to leave U-Prep grounds during the lunch period. Section 44808.5 of the Ed. Code further states: *Neither U-Prep nor any officer or employee thereof shall be held liable for the conduct nor safety of any pupil during said time as the pupil has left U-Prep grounds pursuant to this section.* Students are not allowed to leave campus without permission from their parent or guardian and only after signing out with the office. Permission is granted under the terms outlined in Junior/Senior Off Campus Contract.

VISITORS/PARENTS ON CAMPUS

Persons who are not students at U-Prep are not allowed on campus without permission from the administration. All visitors, including parents of current students, must sign in at the Main Office and receive a visitor's pass. Visitors who are found on campus without a visitor's pass will be escorted to the office by administration or a security guard. The safety of students is of primary concern.

CLASSROOM VISITATION POLICY

Who May Visit: Parents, legal guardians, or foster parents may observe a student's instructional program during classroom time.

Scheduling: A request to observe must be approved before an observation is conducted. Faculty and administration will schedule a visit during a time and date convenient to both the parent and the teacher. The parental observation date shall be within a reasonable time frame following the initial request. A request for a specific date must be made no less than 48 hours in advance.

Frequency and Duration: To minimize interruptions and distractions during valuable teaching and learning time, parental classroom observations are limited. If there is a need for more parental observation, additional visits may be scheduled through the Superintendent/Principal or administrative designee.

Parental Conduct During Classroom Visitation: To minimize interruptions and distractions during valuable teaching and learning time, parents may enter and exit the classroom once during each visit. Parents shall remain in the back of the classroom and may not interact with students or the teacher unless the interaction is initiated by the classroom teacher. Unnecessary noise and/or movement must be kept to a minimum. The classroom teacher may direct a parent to leave the room if the parent's presence or conduct unduly interferes with the instructional program, and the parent must leave the classroom if directed to do so. Any concerns or complaints may be addressed to the Superintendent/Principal or administrative designee.

Violation of Classroom Visitation Rules: A violation of the classroom visitation rules may be resolved by the classroom teacher through counseling the offending parent privately. If this form of correction is not effective, the Superintendent/Principal or administrative designee may, as necessary, temporarily preclude a parent from visiting their student's classroom during regular school hours for a period of time not to exceed 14 continuous days.

PARKING AND OTHER VEHICLE REGULATIONS ON SCHOOL CAMPUS

Pursuant to the authority granted under Section 2113, California Motor Vehicle Code, the following regulations and conditions (in addition to all other pertinent State laws and regulations) apply to all persons operating vehicles on property of Shasta Union High School District.

1. Vehicles are permitted on U-Prep campus on the condition that the occupant or occupants are at U-Prep for legitimate reasons and all road signs, traffic laws, and regulations of the state, county, and school district are obeyed.
2. All students who drive cars and motorcycles to school must purchase a parking permit from the Associated Student Body (ASB) office, which must be displayed in the vehicle so that it is visible to school personnel; students are restricted from parking in the upper lots which is for employees and visitors only.
3. Students shall not ride in, sit in, or loiter around any motor vehicle during school hours.
4. All parking areas are controlled as posted (faculty, visitors, etc.).
5. Parking is permitted in designated areas only.
6. Local law enforcement agencies may issue citations for violations of these regulations.
7. The parking of private vehicles on U-Prep campus is done so at the risk of the owner.
8. All vehicles left unattended in areas that will constitute a traffic hazard or block emergency vehicles in the event of an emergency will be towed away at the owner's expense.
9. The speed limit on campus shall not exceed 10 mph except unless otherwise indicated.
10. Driving to school is a privilege and may be subject to forfeit if the student fails to observe all traffic laws and school regulations, or if the student operates a vehicle in any manner that endangers the health and safety of others.

USE OF TOBACCO, VAPING, ILLEGAL DRUGS OR ALCOHOL

The unlawful manufacture, distribution, dispensation, possession or use of illicit drugs, alcohol, or any form of tobacco on District premises or as a part of any District activity is strictly prohibited. "Tobacco product" is defined as (i) any product made or derived from tobacco or nicotine that is intended for human consumption, regardless of how consumed; (ii) an electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device (commonly known as "e-cigarettes"); or (iii) any component, part or accessory of a tobacco product. The District has adopted a policy banning electronic cigarettes (e-cigarettes) and other vapor delivery devices. U-Prep complies with this policy.

EMERGENCY ANNOUNCEMENTS (Snow Days, School Cancellations)

School may be canceled or moved to a late start schedule due to extreme weather conditions or emergencies. Local radio stations will provide information, and messages will be sent via phone numbers and email addresses

as provided by parents. Emergency notifications are also sent out through the U-Prep Panthers school app.

GIFT, DRINKS, AND FOOD DELIVERIES

U-Prep will not deliver balloons, flowers, or gifts to a student during school hours. Deliveries will be stored in the office until after school. Office staff is happy to help notify students when belongings are left for them in the office, (e.g. lunch, materials required for the school day). Office staff is frequently asked to notify a student when a treat has been dropped off; this could only happen by interrupting a class to inform the student of the delivery. Thank you for understanding that this practice should not be the norm.

For campus safety purposes, students may not order food/drinks through any delivery service (i.e. GrubHub, DoorDash, Uber Eats, etc.) to be delivered.

BULLETIN BOARDS

Notices and posters to be placed on bulletin boards in the halls must be approved by the Superintendent/Principal or designee. No material should be placed on the walls, windows, etc. Scotch tape shall not be used on woodwork or walls.

SOLICITATION OF FUNDS

Solicitation of funds from students on school premises by any organization other than a school organization is prohibited.

NOTICE OF POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

Important: This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available on our website, www.uprep.net

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures on our website, www.uprep.net.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

ACADEMIC EXCELLENCE

U-PREP'S LEARNING ENVIRONMENT

The Panther learning environment is based on an administration, faculty, staff, and parent community committed to nurturing student learning and academic and interpersonal achievement. Features include:

A Supportive and Educational Climate

U-Prep faculty and staff take on multiple roles including coach, performing arts director, mentor, advisor, club sponsor, and tutor. Teachers meet in grade-level and common curricular teams to discuss student needs, coordinate curriculum and instruction, and plan activities, trips and events. Grade 6-8 students meet weekly in Advisory classes designed to assist students with developmentally appropriate topics, such as organizational and study skills, making positive choices in their interpersonal interactions and goal setting, among other areas. Seniors engage in Senior Transition to complete college applications, apply for scholarships and financial aid, and acquire the practical skills needed for college and beyond. Junior Transition occurs periodically throughout the year.

A Rigorous Curriculum with High Expectations for All Students with an Explicit Focus on College Prep All junior high students study Latin in 7th and 8th grade to improve their vocabulary and grammar skills, provide a foundation for future world language study, and boost their analytical skills. Beginning in 9th grade, all English and history curriculum is Advanced Placement or Honors level. The high school graduation requirements include all of the UC/CSU recommended courses (a-g). U-Prep offers transferable college classes each year through dual enrollment agreements with Shasta College.

A Learning Environment that is Physically and Emotionally Safe

U-Prep's progressive discipline plan focuses on supporting student learning and fostering social responsibility. Recognition programs include Student of the Quarter and Academic Awards (GPA). Programs such as Peer Mentoring, Link Crew and WEB encourage connections across ages and promote a strong sense of community. U-Prep's comprehensive school safety plan is reviewed by the Safety Committee annually; fire drills are practiced monthly and lockdown drills at least twice annually. U-Prep is 100% trained in Active Shooter Civilian Response Training as provided by the ALICE Training Institute. Administrators, campus safety staff, and school counselors supervise the campus before and after school, at sports and other extra-curricular events. Social issues, such as bullying, are systematically addressed through Advisory curriculum, counseling and administrative services.

A Strong Connection with the Community

Through leadership experiences, Advisory and school projects, service clubs, and Senior Service, students have an opportunity to participate in experiences that strengthen their understanding of and experience with community issues and leaders. U-Prep families maintain strong bonds with U-Prep through booster organizations (Music, Musical, Athletics), Parent Venture, U-Prep Educational Foundation, Sober Grad, and engagement in grade-level activities (e.g. Ancient Civilization Day, Medieval Day, Westward Days, Freshman trip, college trips (Junior year), AP Retreat, Sophomore Trip, Senior Trip) and other school events (e.g. Arena Day, Career Day).

Assessment is Clear, Transparent, and Guides Instruction Towards Mastery of Essential Skills

Success within a course is defined by a student's ability to demonstrate mastery on assessments. Monitoring of student progress occurs on an ongoing and regular basis in each class. Teachers use research-based best practices in assessing progress, adjusting instruction, and responding to student needs. Frequent checks-for-understanding, analysis of student performance on course assignments and assessments, and external assessments are used as sources of ongoing academic programmatic improvements. Academic grades are based on formative (practice) and summative (performance/mastery) student work. As students' progress through the 6th-12th grade continuum, academic grades place greater weighting on proficiency of subject matter (summative) and academic skills.

EIGHTH GRADE GRADUATION REQUIREMENTS AND EXERCISES

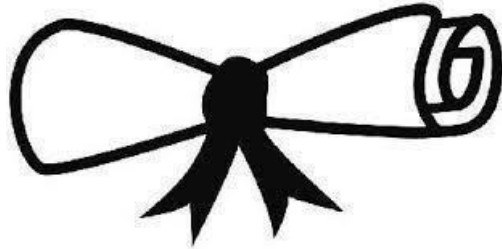
EIGHTH GRADE GRADUATION REQUIREMENTS

Course/Subject Area Requirements:

- 8th English Language Arts
- 8th U. S. History
- 8th Physical Science
- *Latin I or II (*Requirement may be Prep Latin if the student was placed in an academic support class)
- Math: Honors Math 8, Accelerated 7/8, Algebra, Geometry, or Algebra II
- Physical Education or Dance
- Academic Support and Advisory Program (ASAP)

Electives:

Please see Course Guide for comprehensive list of junior high course electives.



8th Grade Graduation Exercises

Students wishing to participate in the Eighth Grade Graduation ceremony must have earned at least a 2.0 GPA and no failing grades for the second semester, turned in any books or other school materials, or paid appropriate fines, incurred no severe disciplinary actions during junior high (grades 6-8), and attend school on the day of the graduation practice. Gowns are provided to all students and all participants must be clothed in the issued gowns and adhere to the graduation dress code. Due to limited seating, each graduate is issued a limited number of tickets for guest attendance.

HIGH SCHOOL GRADUATION REQUIREMENTS AND EXERCISES

HIGH SCHOOL GRADUATION REQUIREMENTS

Course Requirements:

(Students must pass courses in these subjects and earn 250 credits in order to graduate)

English	4 years (40 credits)
Mathematics	3 years (in grades 9-12 – 30 credits)
Science	2 years; life and physical lab science (20 credits)
Social Science	4 years (40 credits)
Physical Education	2 years (20 credits)
Visual/ Performing Arts	1 year (10 credits)
Foreign Language	2 years (in grades 9-12/in same language – 20 credits)

Performance Requirements: (Skills satisfied in other classes)

Health	Satisfied by Biology/Freshman P.E.
Electives:	70 credits
Senior Transition	1 year (12 th grade)

TOTAL CREDITS REQUIRED: 250 credits

***California College and Career Access Pathway (CCAP)- FOR SENIORS ONLY**

Seniors on a CCAP Agreement with Shasta College will have a minimum of 230 credits required to graduate.

NOTE: Seven periods offered per day (plus Senior Transition) through the senior year. Five units of credit per semester are earned when a student passes one class. All graduates must demonstrate a minimum competency in reading, writing, and mathematics by school approved standards to measure proficiency. Credit requirements must be met prior to graduation to participate in graduation exercises.

High School Graduation Exercises

U-Prep conducts high school graduation exercises for students who meet School Board and State requirements. Only students who wish to participate in the graduation program are obliged to do so; however, all students who participate must adhere to school regulations. Participating in the graduation ceremony is a privilege, not a right. All participants must be clothed in the issued caps and gowns and adhere to the graduation dress code. A cap and gown will be provided to any student who does not wish to purchase their own. Each graduate is issued a limited number of tickets for guest attendance.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is sponsored by College Board and is a cooperative educational endeavor between secondary schools and colleges and universities. According to College Board, 85% of selective colleges and universities report that a student's AP experience favorably impacts admission decisions. AP exposes high school students to college-level material through involvement in an AP course, and gives students the opportunity to show subject-matter mastery by taking an AP Exam. Colleges and universities may then grant credit, placement, or both. A university generally grants credit for all College Board Advanced Placement Tests on which a student scores 3 or higher. The credit may be subject credit, graduation credit or credit toward general education or breadth requirements, as determined by evaluators at each campus. U-Prep offers the following AP courses: AP Human Geography, AP World History: *Modern*, AP US History, AP Microeconomics, AP American Government and Politics, AP English Language, AP English Literature, AP Biology, AP Environmental Science, AP Physics 1, AP Physics 2, AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles, AP French, AP Latin, AP Chinese, AP Psychology, and AP Studio Art (2-D, 3-D, Drawing).

U-Prep is an official Pre-AP Partner with College Board. Pre-AP is designed to give all students the opportunity to learn the foundational knowledge and skills they need to be successful in Advanced Placement and other college-level coursework. The College Board selected U-Prep as a partner who is committed to college readiness for all students.

SHASTA COLLEGE DUAL ENROLLMENT and Cal-GETC

The U-Prep academic program maximizes access to college-level coursework through Advanced Placement program and dual enrollment opportunities. Through dual enrollment, U-Prep students have the opportunity to earn college credit. Dual enrollment courses are offered during the regular school day on campus and taught by U-Prep faculty. Both pathways, AP and community college dual enrollment, open doors for completion of general education college curriculum before high school graduation. There is no-cost associated with participation in dual enrollment courses.

The California General Education Transfer Curriculum (Cal-GETC) is a general education program that California Community Colleges created to fulfill lower-division general education requirements at a California State University or University of California campus. The dual enrollment courses offered at U-Prep are specifically Cal-GETC-identified courses. Dual enrollment of CAL-GETC courses complements Advanced Placement coursework inasmuch as both experiences immerse students in college-level curriculum, which better prepares them for a successful and sustainable transition to a university-level program. Note that completion of CAL-GETC is not a CSU/UC admission requirement nor does completion of CAL-GETC guarantee admission to the campus or program of choice.

High school students may participate in other Shasta College programs. However, students may not take a college course in place of a course offered at U-Prep (i.e. History 17B at Shasta College may not replace AP US History) with the exception of taking a college course to improve an existing grade/course or taking a math/language course to achieve at-grade-level status for the following school year. Interested students should see their counselor; concurrent enrollment forms are available online.

Dual enrollment is another way, in addition to Advanced Placement coursework, to provide access to college-level courses while attending high school. The following Shasta College dual enrollment courses are taught by U-Prep teachers and embedded within U-Prep equivalent course offerings: FRENCH II, MATH 2 (Trig/Pre-Calculus), PHYS 2A (AP Physics I), PHYS 2B (AP Physics 2), ENG 1A (AP English Language and Composition), ENG 1B (AP English Literature), Modern World

History (HIST 3), ECON 1A (AP Microeconomics).

SHASTA COLLEGE ARTICULATION

An articulated course is a high school course or program that the Shasta College faculty in the appropriate discipline have determined to be comparable to specific community college courses for specific purposes. Credit is based on whether a student passes the final exam with a B or above and the student must formally request credit from Shasta College at the end of the semester. The following Shasta College Articulated course is taught by a U-Prep teacher and embedded within U-Prep equivalent course offering: POLS 2: Introduction to American Government (AP American Government).

COURSE GUIDE AND TEXTBOOKS

For course descriptions and a complete list of academic policies, please refer to the U-Prep Course Guide. Textbooks are furnished by U-Prep.

ACADEMIC GRADES, REPORT CARDS, AND CONFERENCES

U-Prep will inform parents of the progress of all students. Report cards are issued four times during the school year. In addition, if a student is earning a D, F or Incomplete (I), a Progress Report will be sent to the parents at the middle of each quarter. Academic grades are recorded on the permanent record ("transcript") on a semester basis only.

For the purposes of establishing a student's grade point average and rank in the class, all courses taken, including physical education, will be computed on the traditional 4 point scale: A=4, B=3, C=2, D=1, F=0 scale. Plus or minus grades (e.g. A-, B+) do not factor into the Grade Point Average. This average is computed for each student at the end of each quarter. Please refer to the Course Guide for more information related to assessment of student learning and grading scales.

Quarter Grades: Report cards will be issued to students in the middle of each semester. These grades are reports on student progress; they do not carry any credit and are not part of the permanent record.

Quarter grades count for athletic eligibility.

Progress Reports/Deficiency Notices: Deficiency Notices are sent home in the middle of each quarter to those students whose work indicates the need for improvement (students earning a D, F, or Incomplete). These notices assist the student in correcting deficiencies before the end of the grading period. With this information parents can help the student raise their grade to passing by the end of the quarter.

Semester Grades: Semester report cards are issued at the end of each semester. These grades reflect final credit and are considered permanent grades. **These grades become part of the student's official transcript.** Semester grades count for athletic eligibility.

Incomplete Grades: Students may receive an incomplete grade when a teacher determines that assignments, tests, projects or other requirements of the course have not been completed by the end of the grading period due to extenuating circumstances. Incomplete grades must be made up by the end of the next grading period or they will become "F" grades.

Academic Conferences: Academic conferences are scheduled during the fall and spring semester. Priority is given to students in greatest need based on report card performance (e.g. D, F). The Academic Conference Bell Schedule is followed on Academic Conference days. Appointments for these conferences are scheduled by the Registrar. Conferences are encouraged to minimize the

possibility of failure by the student. Parents are encouraged to contact teachers directly if they have questions about a student's progress. Email addresses for every teacher is available in this Handbook; e-mail addresses are also on the U-Prep website (www.uprep.net) and through the U-Prep Panthers school app. Parents may also monitor student progress through their student's google classroom and the online Aeries program.

ACADEMIC PROBATION

In order to be successful at U-Prep, a student should maintain a 2.0 (minimum) GPA and be on course to graduate. A student who does not maintain a 2.0 GPA may be placed on Academic Probation beginning the semester after the GPA falls below 2.0. All students will receive extra academic assistance, if necessary; however, the responsibility for studying and turning in work is the student's.

SIXTH, SEVENTH, AND EIGHTH GRADE ACCELERATED PROGRAMS

U-Prep encourages its students to accelerate in all course work where applicable for the student during junior high school. A recommendation for enrollment in accelerated programs (i.e. Accelerated 7/8 Math, Algebra I, Geometry, Algebra II, Latin I, Latin II, World Languages) will be based on multiple measures, including but not limited to state assessments, academic grades, PSAT scores, teacher recommendation, and parental input.

PHYSICAL EDUCATION AND HEALTH EDUCATION REQUIREMENTS

Students in 6th, 7th, 8th, and 9th grade may earn their required P.E. credit each year by participating in P.E. or Dance. Students are required to wear a P.E. uniform.

As a graduation requirement, high school students are required to earn two years of Physical Education (20 credits). P.E. is required of all 9th grade students for graduation – no waivers or exceptions other than a medical waiver. The 9th grade PE requirement may be met by enrolling in a PE course or Dance

(audition only). For the second year requirement, beginning in the 10th grade, students may meet the requirement by:

- 1) Enrolling in a P.E. course or participating in a Dance course.
- 2) Participating in 2 school sports (they do not have to be consecutive) during the August-June calendar year; 5 credits of P.E. credit may be earned in one school year. Students should verify credits with their counselor.
- 3) Participating in 3 school sports during the August-June calendar year; 10 credits of P.E. credit may be earned in one school year. Students should verify credits with their counselor.

NOTE: Students cannot earn initial credit for P.E. during summer school.

ASSESSMENT PROGRAMS AND TESTING PHILOSOPHY

University Preparatory students are expected to perform their best on all tests including but not limited to in-class, state, and nationally normed tests. The opportunity to practice these test-taking skills are essential for the many assessments students will experience in college and in some careers. Specific state and federally mandated tests give students the opportunity to demonstrate their depth of knowledge and give teachers and administrators important feedback about the effectiveness of both curriculum and instructional delivery.

State Testing and Reporting Program – CAASPP Smarter Balanced Assessments

Students in grades 6, 7, 8 and 11 will be assessed for English language arts/literacy (ELA) and mathematics. The California Science Test (CAST) will be administered to students in 8th grade, and will be administered once to students in high school. More information on the state student assessment system, California Assessment of Student Performance and Progress, can be found on the California Department of Education website. Notwithstanding any other provision of law, a parent's or guardian's written request to UPrep officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Advanced Placement (AP) Exams

Advanced Placement (AP) Exams are designed to measure student achievement in specific college-level courses offered through the high schools. Participation in AP classes allows a student's grade point average to be calculated by CSU and UC System above the traditional 4.0 range. AP Exams are scored using a 1-5 scale. Application of AP scores for college credit varies by college and university. It is recommended to check the admissions office for more information. Students planning to take an AP test for which they have NOT enrolled in must consult our AP Coordinator to register for the exam. A fee waiver may be available for eligible students.

National Latin Exam

The National Latin Exam, sponsored by the American Classical League (ACL) and the National Junior Classical (NJC) League, is administered as a means to promote the study of Latin and provide every student the opportunity to attain scholarly achievement with respect to their studies. Students do not compete against one another on a comparative basis. Rather, they are evaluated on their own merit. Each exam is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on multiple levels. Students enrolled in the following Latin courses will take the respective exams:

U-Prep Course	Latin Exam
Latin I	Beginning Latin Exam
Latin II	Intermediate Latin Exam
Latin III	Intermediate Latin Reading Comprehension Exam
Latin IV	Advanced Latin Prose
Latin V	Advanced Latin Poetry

Students are recognized by the ACL and NJC in conjunction with U-Prep for designated levels of achievement. Awards include: Gold Summa Cum Laude, Silver Maxima Cum Laude, Magna Cum Laude, Cum Laude, Blue Certificate of Merit, Ribbon and Perfect Certificate of Achievement, Ribbon and Certificate of Achievement, and Certificate.

Preliminary Scholastic Aptitude Test (PSAT)

Students in grades 8, 10 and 11 will be administered the Preliminary SAT (PSAT) at no-cost and during school hours. The PSAT measures skill sets and knowledge in the areas of evidence-based reading and writing (and language), and math; it is an objective and nationally normed tool used to measure college and career readiness. Test results are shared with students by counselors and used by U-Prep staff as a tool to evaluate academic program services. Please note that eligibility

for the National Merit Scholarship program is dependent on the results of the PSAT taken in the junior year. Some colleges also use the results for scholarship awards.

Scholastic Aptitude Test (SAT)

The SAT is one of the tests used by colleges for determining admission acceptance. The SAT is generally taken in the spring of the junior year and in the fall of the senior year. Students are encouraged to study for the test using one of many sources available to them. The SAT provides scores in the areas of evidence-based reading and writing (and language), math. A fee waiver may be available for eligible students. Students may take the ACT as an alternative (see below).

General Education Development (GED) Test

The GED is taken by students in lieu of a high school diploma. Generally, a student must be 18 years of age or older, or within 60 days of his or her 18th birthday to take the GED.

California High School Proficiency Exam

The high school proficiency test is available to students who are at least 16 years of age. Students who pass the test are issued a Certificate of Proficiency from the state of California and may withdraw from high school with parental consent. Students who elect this option do not receive a diploma and may not participate in graduation exercises.

INTERNET COURSES

Students may not take an online course for initial credit. Students may petition to take online Internet courses from an approved institution to meet some graduation requirements. To utilize any online course work towards meeting graduation requirements, students must receive approval by the counselor/administration in advance.

SCHOOL ISSUED CHROMEBOOKS

Students in grades 9-12 will be issued a school owned Chromebook to use for the entirety of their years at U-Prep. Incoming freshmen will receive their Chromebook in August. Students who choose to use their personal laptop/Chromebook must see SUHSD's Technology Department to install school approved software (i.e. Go Guardian and other testing portals).

STUDENT SUPPORT PROGRAMS & SERVICES

STUDENT SERVICES

UPrep's school counselors are essential to fostering a close-knit community at U-Prep. Their main focus is to address the academic, career, and personal/social needs of our students. They offer guidance to both students and their parents by helping with schedule planning, recommending courses, and identifying educational support options. They also teach classes on career and college readiness, such as Senior Transition and Peer Mentoring, and organize events like Parent University nights, which cover topics like College 101 and Financial Aid. Additionally, U-Prep counselors create support systems tailored to students' needs, including Student Study Team meetings and referrals to community resources.

The administration, counselors and teacher/advisors, working together, strive to provide the following personalized services to students and parents during U-Prep year:

- ◆ Develop an individual educational/career plan, including a Career Education component that may be updated yearly with each student. A career and college ready tool is used by school counselors and accessible by parents; career plans are included within this program,

among many other college planning tools designed for families. Career and college ready training occur during orientation, Parent University nights, Jr/Sr Information Night, and various other opportunities such as Back to School Night.

- ◆ Junior High Academic Support and Advisory Program (ASAP)
- ◆ Provide an appointment system that will enable each student to see his/her counselor within a reasonable period of time.
- ◆ Conduct parent information nights to disseminate guidance information.
- ◆ Arrange for staff/parent/student conferences when appropriate.
- ◆ Be available for personal and/or crisis counseling and possible referral to both on-campus as well as outside resources
- ◆ Instruct both parents and students in school graduation requirements.
- ◆ Refer to in-house therapists or small group life coaching through Elevate Youth Solutions with parent consent.
- ◆ Meet with all students and their parents to discuss career educational goals, career test results and to develop high school plans that will lead the student to goal attainment. The high school counselor meets weekly with the senior students through the Senior Transition course, and a periodic key times with the juniors (i.e. meetings to review PSAT scores, visits to classes).

WELLNESS SUPPORT AND ACCESS TO MENTAL HEALTH SERVICES

U-Prep counseling program is designed to provide students and families with a range of supportive services, including referrals to onsite and community agencies. The counseling center provides a safe, supportive environment where students can go to discuss a variety of issues from depression, grief, self-esteem, homelessness, foster care, substance use disorders, disabilities, mental illness, family life and stress, dating violence, gender identity and health issues. Students can get help and recognize that there is no stigma associated with mental health, substance abuse, gender identity, or other supportive services. School and community crisis intervention resources are updated annually and made available to students and families.

Through on-campus programs and community-based partnerships, students receive counseling and other support services for the purpose of maximizing student engagement and success. Students may reach out for mental health services by contacting a school counselor, nurse, health clerk, or administrator. Shasta County Mental Health Services may be contacted at (530) 229-8400. If you are in crisis contact County Mental Health Services or dial 911.

Suicide Prevention

According to the Centers for Disease Control and Prevention, one of the leading causes of death among adolescents aged 15-19 years is suicide. Within a school setting, staff are often in a position to recognize warning signs. U-Prep provides annual staff development and training on suicide awareness and prevention, provides annual instruction to students to foster healthy coping skills, offers crisis intervention and counseling, and strives to strengthen and promote a supportive and safe climate for learning. (Please see the complete Suicide Prevention Policy, located on the school website and within this handbook.)

REQUESTS FOR SCHEDULE CHANGES

Since the number of course sections available depends upon pre-registration information received from students during registration in early spring, class changes are not allowed except for the following reasons:

1. Computer error.
2. Changes needed to satisfy graduation requirements.
3. Changes required for health/medical reasons.
4. Changes as a result of completion of Summer School, correspondence, Internet, or college courses.

ADDING/DROPPING COURSES

High school students may drop a course without record within the first 20 days from the beginning of the semester. Students who drop a course after 20 days will receive an “F,” no credit and the course will appear on his or her permanent transcript. Students who are moved by the counselor from one level of a subject to a lower or high level (i.e. from Honors Integrated to Integrated) after twenty days will not receive an automatic failing grade. Students may not add or transfer into a class for credit after 20 days *unless the student is transferring from another school*. Prior to the 20 day cut-off, students must also receive permission from the teacher to add the class. Junior high students may add or drop classes as determined appropriate by counselors and/or administration.

REQUESTS FOR TRANSCRIPTS & LETTERS OF RECOMMENDATION

Students may request a copy of a transcript through the Student Services Center. Weighted GPA student transcripts will be provided for scholarship application purposes. Five business days prior notice is required for transcript requests.

RESOURCE CENTER

Due to popularity and room capacity, priority access is given to high school students throughout the day. The Resource Center houses many individual computer work stations, study tables, school textbooks, and other resources found useful in a college-like setting. Students make regular use of the college-like study atmosphere before school, during open periods in their schedule, during lunch, and after school.

JUNIOR HIGH ACADEMIC SUPPORT AND ADVISORY PROGRAM (“ASAP”)

The purpose of ASAP is to strengthen connectedness between adults and students as a means to foster academic achievement and success within a close-knit, supportive school culture. ASAP is required for students grades six through eight.

OFFICE HOURS

Office Hours allow increased and more personalized access to teacher support. Teachers are in their classrooms and available to support students. Usage of this time for students is for purposes similar to Tutorial. Parents and students are advised to maintain good communication as to their whereabouts if a student chooses to access this resource. Junior High Office Hours may vary depending on grade level. This time is specifically for teachers and students, parents needing to meet with a teacher will need to contact the teacher and make appointments in advance.

ACADEMIC INTERVENTIONS & SUPPORTS

Junior High academic supports and interventions come in many offerings such as Math Lab, BRIDGE 6 & 7 and study hall. These are in addition to ASAP (Tutorial) and Office Hours. Academic conferences and Student Study teams are also used to monitor student progress. Students

are referred to these interventions and supports by teachers, counselors or administrators with priority given to students with greatest needs.

High School students' progress is monitored by counselors, administrators, and teachers through academic grades, state assessments, PSAT scores, among other measures. Academic Conferences, Student Study Teams, peer tutoring, Office Hours, academic support classes, Study Hall, and Academic Saturday School represent some of the support offered to students.

STUDY HALL

Study Hall as a class is available to students in Junior High and High School. Study Hall provides a quiet environment for students to complete assignments, to study for tests/quizzes, and work on school assignments. Students receive elective credit for Study Hall.

SHORT TERM INDEPENDENT STUDY PROGRAM (STIS)

U-Prep provides an independent study option to temporarily disabled students. Contact U-Prep office for more information and the proper forms.

SUMMER SCHOOL

Students are provided opportunities to make up required courses when they are credit deficient. U-Prep students will be referred to Summer School provided by the Shasta Union High School District.

HEALTH OFFICE SERVICES

The Shasta Union High School District is the health services provider to U-Prep. An SUHSD nurse assists the Health Clerk in providing services to students. These services include screening tests, management of medications, referrals, and some nursing services. During 8th grade year, students are given vision and hearing screenings under the supervision of the District Nurse. Health examinations, including vision and hearing tests, will not be given to a student whose parent files an objection each year. However, the child may be sent home if, for good reason, he is believed to be suffering from a recognized or infectious disease. (Ed. Code, Section 49451)

Emergency Cards

Emergency cards are required to be updated on an annual basis through Aeries. Emergency cards are provided in the Registration information.

Accessing Services & Injuries at School

Students who become ill must request permission to report to the health office or the attendance office. (Note: For school safety purposes, failure to report to either office promptly will be considered truant.) *Students who become ill during class must obtain permission from the teacher to go to the health office. Students leaving school ill are required to check out with the Health Clerk or Nurse and attendance office.* Every student who comes into the nurse's office will be referenced in the confidential logbook. Information recorded will include student's name, date of birth, date of visit, time in and out, procedure or description of service given, and where the student went after the visit. Any student injured at school will be sent immediately to the Health Clerk for emergency treatment and to fill out an accident report form. Parents will be called with any head injury and any injuries that require any treatment other than minor first aid, at the discretion of the nurse or clerk (under the supervision of the District Nurse).

Procedures for Medication Administration

Students taking prescription or non-prescription medicine (such as Tylenol, Aspirin, cough syrup, etc.) at school are to report to the nurse or clerk immediately upon arrival at school and register this information with the Health Clerk. Before the Health Clerk or other designated employee administers or assists in medication administration, a District nurse must have received:

1. A written statement from the student's physician detailing the method, amount and time schedules by which the medication is to be taken. (Ed. Code 49423)
2. A written statement from the student's parent/guardian requesting the District designee to assist the student in taking the medication as prescribed by the physician. (Ed. Code 49423)
3. A supply of the same medication that the student is taking at home, which has been properly labeled with the name and telephone number of the pharmacy, the student's identification, name of physician, and the dosage and frequency of the medication to be given, must be kept in a locked cabinet in the Health Clerk's office.
4. An ID photo of the student to be placed on the medication sign-out sheet for medication administration identification purposes.

Students with Chronic Health Concerns must notify the Health Clerk upon admission to school and fill out the appropriate confidential health questionnaire form for detailed health management. An additional Individual School Healthcare Plan must be completed for any student who may need emergency health care or who needs an individual accommodation plan.

Medical and Hospital Services for Students

U-Prep and SUHSD DO NOT provide insurance on individual students. U-Prep and SUHSD assumes no liability for accidents to pupils at school. No student shall be compelled to accept such service without his/her consent, or a minor without the consent of his/her parent or guardian. (Ed. Code 49472)

Under state law, schools are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This requirement is met by U-Prep offering insurance that covers medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Covered California at (800) 300-1506 or online at www.coveredca.com.

School-Sponsored Athletics

If a student participates in school-sponsored athletics other than physical education or an athletic event during the day, parents/guardians and the student athlete are required to annually complete a concussion awareness form, complete a sudden cardiac arrest awareness form, and sign a document acknowledging receipt of an Opioid Factsheet received either in print or electronic format. (Ed. Code 33479, 49475, 49476)

CAFETERIA/FOOD COURT, NUTRITION PROGRAM SERVICES

Cafeteria/Food Court services are available before school beginning at 7:30AM and during lunch.

WORK PERMITS AND WORKPLACE READINESS WEEK

A student under 18 years of age who wishes to work must obtain a Work Permit. Applications are available in the Student Support Services Center. In compliance with the "reference to Work Program," a school authority will sign off on the Application for Work Permit to verify the student's satisfactory school performance (GPA, attendance, and behavior) prior to obtaining verification from an employer if the student is hired. A student continuing employment from the summer or previous school year must reapply for a Work Permit during the first two weeks of school. A new Work Permit is required each time a student changes jobs. Work Permits can be revoked by U-Prep administration for poor attendance, behavior, or grades.

The week of each year that includes April 28 shall be known as “Workplace Readiness Week.” All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

SCHOOL LOCKERS

Lockers are made available at the beginning of the year through the Student Services Center. Lockers must be kept orderly and locked at all times. Students must provide their own locks. Students are also required to clean out their lockers no later than the last day of school; this includes removing the lock and taking it home. **U-Prep personnel have the right to search lockers.** At all times students should avoid leaving personal belongings unattended. Students are advised to not bring valuable items to school. **U-Prep assumes no responsibility or liability for loss or theft of property belonging to students.** In the event of loss of property, U-Prep authorities will make a reasonable effort to recover the lost or stolen property.

RESPECT AND SCHOOL PRIDE

Activities, Athletics, Student Conduct, & Attendance

There are many co-curricular and extra-curricular activities open to students at U-Prep. Participation in extra and co-curricular activities is strongly recommended. Research has shown a direct correlation between participation in school activities and positive academic grades and attendance. Many students enjoy participating in multiple programs throughout the year including visual and performing arts activities and clubs (e.g. spring and fall musicals, dance team), service clubs (e.g. Interact), academic competitions (e.g. Science Bowl, MATHCOUNTS, Latin Ludi), Panthera Yearbook, athletic programs, and many other experiences that foster positive adolescent development. Co-curricular activities are those activities that are a part of the regular curriculum. They do not come under the jurisdiction of the *extra*-curricular code (Please see the *Extracurricular Code & Athletes' Code*, located on the school website)

ATHLETIC PROGRAMS

Athletics are meant to provide student-athletes an opportunity to compete while learning the value of teamwork, sportsmanship and fair play. Participation of U-Prep students in grades 9-12 must adhere to the rules of the Northern Section California Interscholastic Federation. As a member school of the California Interscholastic Federation (CIF), U-Prep supports the tenets of *Pursuing Victory With Honor* (Please see the *Extracurricular Code & Athletes' Code*, located on the school website); *We believe that interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Good Citizenship (the "Six Pillars of Character"). This Code applies to all student-athletes involved in interscholastic sports.*

The following sports programs are offered at U-Prep:

High School (CIF)

- Fall:* Cross Country, Football, Swimming, Girls Tennis, Volleyball, Girls Golf, Competitive Cheer
- Winter:* Boys Basketball, Girls Basketball, Girls Soccer, Boys Soccer, Wrestling, Competitive Cheer, Ski/Snowboard
- Spring:* Baseball, Softball, Boys Tennis, Boys Golf, Boys Volleyball, Track and Field, Stunt Cheer

Junior High

- Fall:* Cross Country, Flag Football, Volleyball, Co-Ed Soccer, Cheer
- Winter:* Boys Basketball, Girls Basketball, Girls Soccer, Cheer
- Spring:* Baseball, Softball, Track

Participation Policy for Extra-Curricular Activities

These activities include, but are not limited to, sports, music, drama, dance performances, academic competitions and speech contests.

Students must attend U-Prep full time (four or more periods) to participate in competitive extracurricular activities at U-Prep. These activities include any activities such as sports and performances in which a student either competes to participate or competes on behalf of U-Prep.

Eligibility Policy

U-Prep subscribes to the Pursuing Victory with Honor Sports Summit Accord adopted by the CIF. We believe that interscholastic athletic competition should demonstrate high standards of ethics and

sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of sports is achieved when participants are committed to pursuing victory with honor according to the six core principles: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship (the six pillars of character). In order to be eligible for extra-curricular activities, students must maintain a 2.0 GPA and comply with provisions of the U-Prep's Extracurricular Participation Code and the Pursuing Victory with Honor Code of Conduct. (Please see the *Extracurricular Code & Athletes' Code*, located on the school website) **U-Prep does not give a "one time" waiver for students with a GPA below 2.0 to participate in sports.** A parent or legal guardian must sign and return the forms acknowledging their awareness of the requirements for participation before a student may participate in extracurricular activities.

Use of Tobacco, Vape Products, Illegal Drugs or Alcohol

U-Prep believes that athletics are an integral part of U-Prep community and as such, must contribute to the physical and mental health of the student athlete. To accomplish this, U-Prep has enacted policies related to drug and alcohol use, both at school and during school-related athletic activities. **Students, who are athletes, are subject to the rules regarding use of tobacco, illegal drugs or alcohol as delineated in the Discipline Policy.** "Tobacco product" is defined as (i) any product made or derived from tobacco or nicotine that is intended for human consumption, regardless of how consumed; (ii) an electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device (commonly known as "e-cigarettes"); or (iii) any component, part or accessory of a tobacco product. The District has adopted a policy banning electronic cigarettes (e-cigarettes) and other vapor delivery devices. U-Prep complies with this policy.

Athletic Program Consequences of Violating Tobacco, Illegal Drug or Alcohol Policies

Should a violation of this policy occur beyond the 3rd offense it will result in permanent ban from school sports. Students who do not finish the season will not be eligible for awards, honors or recognition *First Offense:*

1. Notify parent or guardian.
2. The Superintendent/Principal or designee will conduct a due process hearing with the parent/guardian and the student.
3. Student will be given the option of:
 - a. Take weekly drug tests for four weeks, and miss two weeks of contests. The student may attend practice at the discretion of the coach. Students who do not complete a successful program are subject to the following:
 - b. Being suspended from all sports, practices and athletic activities for a period of nine weeks. If less than nine weeks are remaining in the sport, the suspension will carry over to the next sport in which the athlete participates.

Second Offense:

1. Notify parent or guardian.
2. The Superintendent/Principal or designee will conduct a due process hearing with the parent/guardian and the student.
3. The student is suspended from all sports, practices and athletic activities for the remainder of the current season and the next athletic season for which he/she participates. The student will be re-tested before beginning the next season for which he/she is eligible.

Third Offense:

1. Notify parent or guardian.
2. The Superintendent/Principal or designee will conduct a due process hearing with the parent/guardian and the student.
3. The student is suspended from all sports, practices and athletic activities for the remainder of the current season, and will not be eligible for any more high school sports unless the following conditions are met:

- a. One year of random monthly drug testing at the student's expense in which the results are all negative. The student is not eligible for sports during this year.
- b. At the end of the year, parent requests that the Principal create an appeals panel to consider reinstatement.
- c. The appeals panel grants or denies eligibility.

Transferring Students and Eligibility

U-Prep is a member of the NSCIF. All regulations of the NSCIF apply to students participating in inter-scholastic athletics. Eligibility rules and regulations are available from the Athletic Administrator at U-Prep. Students and parents should contact U-Prep's Athletic Director regarding eligibility questions.

Participation in Non-School Athletic Events

If an athlete desires to compete in an invitational or an event during the season of sport which is outside the normal school schedule, the following guidelines will apply:

- 1) Pre-approval is required for participation in non-school athletic events.
- 2) Athletes should remember that school commitments come first. School contests and events are their first responsibility. The athlete, parent, coach and Superintendent/Principal must all agree that the athlete's participation does not conflict with school sport commitments and is in the best interest of all concerned.
- 3) The athlete must check with U-Prep's Athletic Administrator to be sure, according to CIF regulations, that participation in a non-school athletic event will not adversely affect eligibility.
- 4) The Superintendent/Principal is the final authority.

STUDENT ACTIVITIES

Associated Student Body Government (ASB)

U-Prep hosts a student government based on a student body constitution outlining the students' responsibilities, and privileges. There will be a separate student government program for junior high (grades 6-8) and high school (grades 9-12). Any student who attends U-Prep is considered a member of the student body. Students elect members of the student council, which is the student governing body of U-Prep. Students must meet academic standards and other requirements of the ASB Constitution to be eligible to run for student body office; they must also enroll in the ASB/Leadership class. Money for student body activities is raised by selling student body cards, by sponsoring student activities and by student-organized fundraisers. The program is administered by student body officers under the guidance of the Student Activities Director and administration. U-Prep's ASB program is a member of the California Association of Student Leaders (CASL) and California Activities Directors of Activities (CADA) organizations.

Student Body ASB Assemblies

Students are required to attend grade level appropriate assemblies unless excused by the administration. Courteous and dignified behavior at assemblies is a tradition at U-Prep. Talking, booing, whistling, and the use of artificial noise makers in assemblies is not appropriate or acceptable.

David Marr Auditoriums Productions and Audience Etiquette

School-wide productions in the Marr occur annually, such as the Talent Show, dance performances, and musical concerts. The etiquette established for productions of this nature is noted below:

- Please refrain from talking during any of the performances.
- Unless the performers ask for it, please hold off on clapping until the very end of each performance.
- Cell phone usage is strictly prohibited. When productions are attended during U-Prep day, students will leave their phones in their backpacks before coming to the auditorium.
- Please remain seated for the entirety of the Talent Show or other production. A personal

- emergency is an exception.
- Additional guidance regarding audience participation is provided for the annual Talent Show.

School Dances

During U-Prep year, various student organizations sponsor dances. These dances are usually held on Friday or Saturday night and last approximately two hours for middle school and approximately three hours for high school. Students must come to the dance within 30 minutes of the time the dance started (exceptions may be made for students returning from a contest or event). Students may leave 30 minutes before the dance ends; anyone wanting to leave earlier must obtain permission from an administrator. Students are not permitted to re-enter dances once they have left. Any student who violates a school rule, including dress code, while at the dance will be subject to disciplinary action by the administration. Dances are for the students of U-Prep and, on occasion, their approved guests. Students may obtain a guest pass in the Student Services Center, to be filled out by the guest's parents and school administrator; the completed form must be turned into the U-Prep office no later than the Wednesday prior to the dance. Guests must adhere to dress code and behavior rules, which are attached to the guest pass form.

School Clubs

There is a wide-variety of clubs offered each year at U-Prep. A list of current clubs is located on the U-Prep website (uprep.net) under the Campus Life menu.

STUDENT CONDUCT AND DISCIPLINE

The responsibility for fostering desirable standards of conduct at U-Prep is shared by the Board, administrators, teachers, support personnel, parents, and students alike. The U-Prep Board has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of students and school staff. A progressive discipline policy and matrix is used to identify levels of infractions associated with student behavioral violations; consequences are determined by administration and based on the severity and frequency of a violation.

Prevention Strategies

Prevention strategies are those designed to promote healthy relationships and appropriate behaviors. The establishment of appropriate expectations is a prevention strategy inasmuch as it identifies safe, responsible, and respectful interactions. Anti-bullying education and character education further support students in the development of healthy relationships and appropriate behaviors. The student recognition program is an additional and essential prevention strategy as it serves to reinforce positive expectations.

Early and Ongoing Intervention

Use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviors. Early strategies provide students with appropriate supports where required and result in an improved school climate. Such classroom strategies include contact with parents, verbal reminders, review of expectations, loss of a special classroom activity, detention, and/or an additional work assignment that includes a learning component. Ongoing interventions may also be required for some students to help sustain and promote positive behaviors and to address underlying causes for the inappropriate behavior. Ongoing interventions may include teacher/administrator meetings with parents, volunteer service to the U-Prep community, a referral to Peer Court, peer mentoring and/or a referral to counseling or community supports.

In-School Options

Specific alternatives that are used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions that dictate logical consequences and assist students as they work to improve behavior. Alternatives may serve to augment a suspension or as a stand-alone Level 1 or 2 consequence. These alternatives include community service tasks, counseling intervention, teacher/parent/administrator student conference

(SST referral), request for intervention by outside agencies (e.g. Shasta County Peer Court), in-school supervised suspension (ISS), letter or verbal apology to the teacher or class (where appropriate), restorative measures and/or programs (e.g. restitution), repair/compensation for damages, behavior contract, law enforcement discussion with student/parents, conflict mediation, campus beautification, mentoring by an older peer or adult, Saturday School, and/or a referral to U-Prep Attendance Review Team (SART).

Classroom Management

Following classroom management plan interventions, teachers may choose to refer students to administration for discipline purposes as needed, in which case the Progressive Discipline Plan will be applied as appropriate.

For disciplinary reasons, classroom teachers have the authority to: (1) Suspend a student from their class for the day of the infraction and the next school day; (2) Assign an hour After School Detention; (3) Require a parent conference; and, (4) Refer the student to U-Prep counselor or administrator. Please refer to the Progressive Discipline Plan.

PROGRESSIVE DISCIPLINE PLAN

U-Prep's Progressive Discipline Plan uses a continuum of interventions, supports, and consequences to address inappropriate student behaviors, and builds on those strategies to develop positive behaviors. It also takes into account the previous discipline history of the student and all relevant factors, including mitigating factors. Behavioral infractions are divided into three levels based on the severity of the infraction, and each violation of the code may have from one to three levels of consequences. In all cases administrative discretion will be exercised. For students with special education needs, interventions, supports, and consequences are consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan.

In all cases administrative discretion will be exercised.

- Level I: Early and Ongoing Interventions
- Level II: Offenses Requiring Immediate Interventions
- *Level III Offenses – Result in Suspension and/or Expulsion*
 - Level III offenses include but are not limited to fighting; possession and/or brandishing a weapon; possession of a firearm/imitation firearm; possessing and/or selling and/or being under the influence of a controlled substance, alcohol or other intoxicant including tobacco/nicotine; possession of drug or nicotine-containing devices or other associated paraphernalia (e.g. e-cigarettes, Juul or any other vape device); assault or battery; theft/robbery; damage to school property; bullying and electronic bullying behaviors; hazing; obscene act/habitual vulgarity; hate violence; and harassment. Further delineation can be found in Suspension and Expulsion Policy and Procedures located in this handbook within the Complete Policies section.

HARASSMENT AND BULLYING

At U-Prep, we are committed to making sure that all students feel respected, comfortable, and heard. Making our school a safe and welcoming place for all Panthers is a high priority. We believe that students who make friendships and connections with one another will thrive. **Please see the complete bullying policies/procedures, located on the school website.**

Students who feel that they have been a victim of any form of harassment are asked to *immediately* report it to a teacher, counselor, or administrator.

Students are strongly encouraged to take action if they observe bullying behavior by:

- Reporting harassment or mistreatment by speaking to a teacher, counselor, or administrator. Students may do so confidentially. An electronic Incident Report Form can be found at www.uprep.net, under the heading Student Support (Bully Prevention and Conflict Management). The reporting form can also be found on the U-Prep Panthers school app (listed under Resources and Tools).

ACADEMIC HONESTY POLICY

Academic dishonesty is the willful and intentional fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior intended to gain or provide unearned academic advantage by fraudulent and/or deceptive means.

The student has the full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who would explain what is and is not acceptable in their classes. Violation of this policy will result in a zero on the assignment; the student and parent/guardian(s) will receive written notice of the violation. A second violation of academic honesty in that class or any other class may result in removal from the class and may result in an F grade. Students with more than one violation may be reviewed for discipline by a panel, which includes administrators and a counselor and/or teacher. After administration is informed of the incident, they will contact the student and parents within 7 school days to set up a time for the Academic Honesty Review Panel meeting. The student and their parents will be invited to attend the first part of the review and speak or submit a written statement on the student's behalf. A written statement including the decision of the Academic Honesty Review Panel will be sent to the student and parents within 5 school days. Decisions of the Academic Honesty Review Panel are final.

Examples of such unauthorized behavior include, but are not limited to:

Taking Information

- ◆ Copying graded homework assignments from another student.
- ◆ Working together on a take-home test or homework when *not* specifically permitted by the instructor.
- ◆ Looking at another student's paper during an examination.
- ◆ Looking at text or notes during an examination when *not* specifically permitted by the instructor.
- ◆ Accessing another student's computer and using his/her data as one's own.

Providing Information

- ◆ Giving one's work to another to be copied or used in an oral presentation.
- ◆ Giving answers to another student during an examination.
- ◆ After taking an examination, informing a student enrolled in a later period of questions that appear on the examination.
- ◆ Providing a paper or other project information for a student to copy or use as their own.
- ◆ Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism

- ◆ Failing to give credit for ideas, statements of fact, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another author, whether it is a paragraph, a sentence, or a part thereof.
- ◆ Submitting a paper purchased from a "research" or term paper service.
- ◆ Copying another person's assignment and handing it in as one's own.
- ◆ Giving a speech or oral presentation written by another and claiming it as one's own work.
- ◆ Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
- ◆ Presenting another's computer data as one's own.
- ◆ Cutting and pasting information from internet sources without citing the source properly.

Other Forms of Academic Dishonesty

- ◆ Planning with one or more fellow students to commit any form of academic dishonesty together.
- ◆ Having another student take one's examination or do one's computer data or lab experiment.

- ◆ Lying to an instructor to increase a grade.
- ◆ Submitting papers or speeches that are substantially the same for credit in *two* different courses without prior approval of the instructors involved.
- ◆ Altering a graded work after it has been returned, then submitting the work for re-grading unless specifically allowed by the instructor.
- ◆ Removing tests from the classroom, without the approval of the instructor, or stealing tests.
- ◆ Copying computer software from a disk or a hard drive unless specifically allowed by the instructor.
- ◆ Electronic sharing of assignment/test contents or answers.

U-PREP DRESS CODE

All dress code policies shall be applied at the Superintendent/Principal's discretion as the need arises. The following basic guidelines will help students dress appropriately for U-Prep's learning environment:

- Hats or head coverings may not be worn in class unless otherwise authorized by administration.
- Gang related paraphernalia is not allowed.
- Pants and shorts are not to be worn below the waist and no undergarments shall be visible at any time.
- Shorts, dresses, skirts, etc., must be of appropriate length. A 3-inch inseam is recommended. Aggressive holes or distressed rips & tears are not permitted.
- All tops must have shoulder straps that cover bra straps, midsection, back and sides of the body (no tube tops). Tops that are see-through or with low necklines are not permitted.. Tops that are see-through or with low necklines are not permitted.
- Pajamas, pajama-like apparel, and slippers are not allowed to be worn to school.
- No costumes shall be worn except on special dress-up days arranged by the student government and approved by the administration.
- U-Prep dress code prohibits any apparel, jewelry, accessories, or personal belongings, which have profane or suggestive slogans, put-downs, advertising of illegal substances, references to alcoholic or illegal products, violence, or disruptive behavior.
- Ear piercings and nose studs are permissible except during athletic participation. No septum rings or any other piercings allowed.
- Students shall not have spiked hair that is longer than 2 inches.
- Unless otherwise indicated by administration, the dress code applies to all dances and designated school activities.

PUBLIC DISPLAYS OF AFFECTION (PDA)

A student shall not commit an inappropriate display of affection and bodily contact beyond hand holding while on U-Prep premises, or while participating in a school-related activity.

CELL PHONE/ELECTRONICS USE POLICY

U-Prep students may have cell phones on campus, it is understood that cell phones can be learning tools, but may also cause disruptions to the learning environment. Parents should be aware that students may have access to the Internet and inappropriate material depending upon the individually selected data plan. The District Guest Wi-Fi system filters can only be applied if students are using District technologies.

All students must have a cell phone/electronic contract to use a cell phone/electronics at school. Contracts must be renewed annually and signed by both the parent and student. Please see the website for a copy of the Cell Phone & Electronics Devices Policy.

COMPUTER USE GUIDELINES/ACCEPTABLE USE POLICY

The U-Prep Board and staff recognize that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Administration oversees the maintenance of each school's technological resources and may establish guidelines and limits on their use. UPrep's Student Use of Technology Policy and Acceptable Use Policy is available for review on the school website. Students and parents should review this policy carefully. All students are expected to abide by these policies and procedures when UPrep computers, technology equipment or telecommunication systems.

SKATEBOARDS AND ROLLER BLADES

For safety reasons, the use of roller blades or skateboards is not permitted on campus. Noncompliance will result in confiscation of skateboards or similar devices. Items will be turned over to a parent or guardian.

LOST OR DAMAGED SCHOOL PROPERTY

If a student fails to return school property loaned to the pupil, or willfully cuts, defaces or otherwise injures School property, the parent or guardian is liable for all damages not to exceed \$10,000.00. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, U-Prep may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, U-Prep will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

PERSONAL/PROPERTY THEFTS

Students should immediately report any thefts of their personal property to the administration. U-Prep is not responsible for thefts. Every effort will be made to recover stolen items. If it is necessary to bring valuables to school, these are to be checked at the main office. Further, if a student is using a valuable piece of equipment such as a musical instrument at school, the equipment should be insured. School or personal property found on campus must be taken to lost and found. Items not claimed may be donated. Unauthorized possession of lost items will be treated as theft.

RELEASE OF STUDENT TO PEACE OFFICER

If a school official releases your child from school to a peace officer for the purpose of removing him/her from U-Prep premises, a U-Prep official shall take immediate steps to notify the student's parent or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [Ed. Code Section 48906]

ATTENDANCE POLICIES AND PROCEDURES

University Preparatory School's Board adopts this policy because consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students' achievement. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems. It is the intent of the Board to ensure that students attend school every day on time.

See the school website for complete Attendance Policy and Procedures.

ADMISSIONS AND REGISTRATION

REGISTRATION

During the spring of each year all current students will register for the coming year. Counselors meet with students to conduct course planning and share new program and course opportunities. The U-Prep Course Guide is available on the U-Prep website (www.uprep.net) to further assist them in planning their course of study. Parents and students should carefully read this publication for specific information about the academic programs and requirements of U-Prep. School counselors maintain open communication with students and families throughout their experience at U-Prep, and monitor student progress towards college and career readiness. Students may withdraw, with parent approval, as a result of moving, having a long-term serious illness, turning eighteen years of age or having passed the California High School Proficiency Exam (C.H.S.P.E.).

TRANSFER STUDENTS – GUIDELINES FOR GRANTING CREDIT

U-Prep reserves the right to evaluate the equivalency of all transfer credits. If necessary, the following steps will be used to determine course credit equivalency:

1. Verify that courses for which transfer credit is requested are equivalent in time and content to the District courses:
 - a. Among institutions
 - b. Between institutions
 - c. On an individual basis
2. Administer subject area competency examinations

ADMISSION OF STUDENT EXPELLED FROM A PRIOR DISTRICT

The decision to readmit a pupil or admit a previously expelled pupil from another school, school district or U-Prep, shall be in the sole discretion of the Governing Board following a meeting with the Superintendent/Principal and the pupil and 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 U-Prep environment. The Superintendent/Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's admission is also contingent upon U-Prep's capacity at the time the student seeks admission.

PARENT COMMUNICATION AND COMMUNITY INVOLVEMENT

Effective communication with parents and active community participation are essential for the success of students at UPrep. To cultivate a supportive school atmosphere, it is vital to maintain open lines of communication and encourage community engagement. We take great pride in collaborating with our parents, staff, and students to create a family-oriented environment that empowers students to achieve their fullest potential.

HOME-SCHOOL COMMUNICATIONS

U-Prep Panthers School App

Download the U-Prep app, U-Prep Panthers, at the App Store or on Google Apps. Receive important notifications and daily news of school events and athletic schedules right to your smartphone.

U-Prep Marquee

School events and activities, school-related celebrations and awards, bell schedule changes, and other pertinent information is posted regularly.

Academic Conferences and Teacher/Counselor/Admin-Parent Meetings

Academic conferences are scheduled through the counseling center during the months of September and March. Priority is given to students in greatest need based on report card performance (e.g. D, F). The Early Release Bell Schedule is followed on Academic Conference days. Appointments for these conferences are scheduled by the Registrar. Conferences are encouraged to minimize the possibility of failure by the student. Parents may wish to have their student do weekly or monthly progress checks with teachers to monitor student progress; these systems can be put in place during an Academic Conference, during a separate team meeting, or through contacting the counseling center. Parents are encouraged to contact teachers directly and as a 'first step' if they have questions about a student's progress. Email addresses for every teacher are available in this Handbook; e-mail addresses are also on the University Prep website (www.uprep.net) and school app.

School Newsletter – *Panther Pride*

Panther Pride serves to celebrate the accomplishments of students and programs, and honor awards and recognitions. The newsletter showcases pictures of student work, school happenings across all departments, club activities, athletic events, visual and performing arts programs, and school spirit activities sponsored by student government. When the newsletter is published parents will be notified via U-Prep app and/or email.

School Website

U-Prep's web address is www.uprep.net.

ParentSquare Phone System

U-Prep utilizes ParentSquare as part of our communication system with parents. ParentSquare allows administration or staff to provide information by phone or email. U-Prep parents will receive phone calls, texts, and/or emails from this system for various purposes (e.g. reminders of Early Release Day schedules, school emergency/closure information, students attendance) and to inform families of selected school events. For this purpose, parents are advised to immediately update school office staff as to any changes made to contact information.

Online Academic Grade Access

Student grades and attendance may be accessed online through Aeries. The Aeries portal may be accessed through the U-Prep website (select the Student Support tab).

BOOSTERS AND SCHOOL ORGANIZATIONS

Athletic Boosters

Athletic Boosters plan fundraising events, conduct membership drives, create athletic spirit gear, and determine how they can best support U-Prep athletes. Details regarding Athletic Boosters can be found on the U-Prep website on the Athletics link. Athletic Boosters meet once a month.

Music Boosters

Music Boosters provide volunteer and other support services to all U-Prep music programs. They work to raise money to enhance all music programs and the music experience for all U-Prep students. Music Boosters assists with the purchasing of performance uniforms, musical instruments and other items. Contributions are also made to trips taken by the various music groups. Membership is automatically extended to all U-Prep families participating in the music department. Music Boosters meet once a month. Please contact Mr. Fowers, U-Prep Music Department Chair, for more information.

Musical Foundation

Musical Foundation parents provide direct support to U-Prep's theatrical productions. Please contact the Main Office for more information.

Sober Grad

Funds raised by the Sober Grad Committee are used to hold a safe graduation celebration. Students are required to stay at the designated venue throughout the night. Graduation is celebrated with food, activities, and wonderful gifts donated by local businesses or donated by individuals. All funding for this program is raised through donations. Please call the Main Office for more information.

Educational Foundation

The U-Prep Educational Foundation is a non-profit, tax exempt organization formed to raise funds to support the educational needs, physical improvements and program enhancements of U-Prep through the collaboration of parents, educators and the community.

APPENDIX A: ANNUAL NOTICES

Annual Notices

Please find the following notices on our website at www.uprep.net

APPENDIX B: COMPLETE POLICIES

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of University Preparatory School (“U-Prep”) to address sex discrimination, including but not limited to sexual harassment, occurring within U-Prep’s education program or activity.

U-Prep 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.¹

This Policy applies to conduct occurring in U-Prep’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 U-Prep 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 U-Prep 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 U-Prep.

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 U-Prep conditioning the provision of an aid, benefit, or service of U-Prep 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 U-Prep’s education program or activity; or

¹ U-Prep complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- “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 limited 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 U-Prep.

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 sex-based 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 U-Prep's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that U-Prep 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 U-Prep'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 U-Prep's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or U-Prep's educational environment, or

deter sexual harassment.

Title IX Coordinator

The Board of Directors of U-Prep (“Board”) has designated the following employee as the Title IX Coordinator (“Coordinator”):

Molly Schlange
Director of Administrative Services
2200 Eureka Way
Redding, CA 96001
mschlange@suhsd.net

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employees to serve as a temporary or interim Coordinator:

Barbara Reuss
Assistant Principal
2200 Eureka Way
Redding, CA 96001
breuss@suhsd.net

Adam Grooms
Assistant Principal
2200 Eureka Way
Redding, CA 96001
agrooms@suhsd.net

The Coordinator is responsible for coordinating U-Prep'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 U-Prep, 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 U-Prep'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 Superintendent/Principal, 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. U-Prep 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

U-Prep 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

U-Prep 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

U-Prep 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.

U-Prep'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 U-Prep'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. U-Prep will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair U-Prep'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

U-Prep 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 U-Prep's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, and Bullying Policies 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.

U-Prep requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by U-Prep 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.

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

U-Prep 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.

U-Prep 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 U-Prep, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

U-Prep 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

U-Prep 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 U-Prep's education program or activity; or

- Did not occur against a person in the United States.

U-Prep may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by U-Prep;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent U-Prep 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) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable U-Prep 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:

- U-Prep'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 U-Prep prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

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

U-Prep may remove a respondent from U-Prep's education program or activity on an emergency basis, in accordance with U-Prep's policies, provided that U-Prep 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 U-Prep's Title IX grievance procedures, U-Prep may offer an informal resolution process to the parties. U-Prep 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, U-Prep 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. U-Prep 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 U-Prep 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, U-Prep 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 twenty (20) business days after U-Prep 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 U-Prep'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 U-Prep 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 U-Prep's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Superintendent/Principal 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 U-Prep'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 U-Prep 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 U-Prep.

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

U-Prep 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.

Title IX Sex Discrimination And Harassment Complaint Form

Your Name: _____

Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize U-Prep to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from U-Prep.

Signature of Complainant

Date: _____

Print Name

To be completed by U-Prep:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Suspension & Expulsion Policy And Procedures

Adopted: May 6, 2015

Revised: July 8, 2020; June 8, 2022; August 1, 2024

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at U-Prep. In creating this policy, U-Prep has reviewed Education Code Section 48900 *et seq.* which describes the non-U-Preps' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* U-Prep 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, or involuntary removal.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as U-Prep's policy and procedures for student suspension and expulsion 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. U-Prep staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

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.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Upon enrollment, parents/guardians¹ are given a U-Prep Student-Parent Handbook that includes all discipline policies and procedures, among other policies. Parents are required to acknowledge receipt of this Handbook through the Aeries Student Information System.

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 U-Prep has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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. U-Prep 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 U-Prep has a basis of knowledge of a

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 U-Prep for any reason unless the parent/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/guardian, and shall inform the student and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, U-Prep 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 requests a hearing, the student shall remain enrolled and shall not be removed until U-Prep 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Superintendent/Principal or designee may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance Procedures and Policy and/or Independent Study Policy, as applicable.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Superintendent/Principal or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

A. Student Search

U-Prep Superintendent/Principal or designee may search the person of a student, the student's locker, backpack, purse, or vehicle if there is reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.

B. 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 U-Prep campus;
- d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

1. *Discretionary Suspension and Expulsion Offenses:* Students may be suspended and/or recommended for any of the following acts when it is determined the pupil:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. (a)(2)

Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished knife, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products. Students who voluntarily disclose their use of a

controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means 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.

(n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “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 subdivision, “hazing” does not include athletic events or school-sanctioned events.

(q) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the U-Prep 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 website, including, but not limited to:

(l) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “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.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “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) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “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 (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, 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.

(III) For purposes of this clause, “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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(r) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury on another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

Whenever possible or practicable, U-Prep shall provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior.

2. *Non-Discretionary Suspension and Expulsion Offenses:* Students must be suspended and recommended for expulsion for any of the following acts 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 students had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully sold 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.

U-Prep will use the following definitions:

- 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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.
- 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.

D. 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 Superintendent/Principal or the Superintendent/Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or U-Prep employee who referred the student to the Superintendent/Principal or designee.

The conference may be omitted if the Superintendent/Principal 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 U-Prep 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her 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 U-Prep 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. The notice shall include:

- a) the specific offense(s) committed by the student,
- b) duration and dates of the suspension,
- c) the date the student may return to school following the suspension, and
- d) an explanation of the evidence that supports the charges.

If U-Prep 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 Superintendent/Principal or Superintendent/Principal'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 U-Prep has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent/Principal 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.

E. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), 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 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(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.

F. Authority to Expel

U-Prep may expel a student following a hearing adjudicated by a neutral Hearing Officer or Expulsion Panel ("Panel") selected by the Superintendent/Principal to determine whether the student shall 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 U-Prep Board following a hearing. If a Panel conducts the hearing, it shall consist of at least three members who do not have an instructional or supervisory relationship with the student and are not a member of U-Prep's governing board. The Panel shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer or Panel may recommend expulsion of any student found to have committed an expellable offense and the Board of Directors shall make the final determination.

G. 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 Superintendent/Principal or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The hearing shall be held in a confidential setting (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA").)

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 U-Prep'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 U-Prep 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.

H. 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.

I. 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 Hearing Officer or 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. Signed and dated written statements or declarations may be admitted as testimony.

J. Expulsion Decision

The decision of the Hearing Officer or 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 final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Hearing Officer or Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Notice of Expulsion Decision

The Superintendent/Principal or designee shall send written notice of the decision to expel to the student or parent/guardian.

This notice shall include the following:

- a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; 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 U-Prep.

The Superintendent/Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer (if required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), U-Prep shall send notice of the expulsion to the student's district of residence within 30 calendar days.

L. Disciplinary Records

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

M. No Right to Appeal

The pupil shall have no right of appeal from expulsion from U-Prep as U-Prep Board's decision to expel shall be final.

N. 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. U-Prep shall work cooperatively with parents/guardians as requested by parents/guardians or by U-Prep district of residence to assist with locating alternative placements during expulsion.

O. Rehabilitation Plans

Students who are expelled from U-Prep shall be given a rehabilitation plan upon expulsion as developed by the Board 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 year from the date of expulsion when the pupil may reapply to U-Prep for readmission.

P. Readmission

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 U-Prep 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 following a meeting with the Superintendent/Principal 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 U-Prep environment. The Superintendent/Principal or designee shall make a recommendation to the Board following the meeting regarding his or her 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 U-Prep's capacity at the time the student seeks readmission or admission to U-Prep.

Q. Notice to Teachers

U-Prep shall notify teachers of each pupil 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.

R. Involuntary Removal for Truancy

As U-Prep is a school of choice and as a U-Prep student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within U-Prep's Board adopted Attendance Policy for truancy and only after U-Prep follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

U-Prep 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 signed and dated declarations that shall be examined only by U-Prep or the hearing officer. Copies of these declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. U-Prep must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- c. At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Panel from removing a support person whom the Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g. If one or both of the support persons is also a witness, U-Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to U-Prep. The Hearing Officer or Panel 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 Hearing Officer or Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h. 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 hearing room during that testimony.
- i. A complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- j. 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 circumstances 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.

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

1. Notification of Shasta County SELPA

U-Prep shall immediately notify the Shasta County SELPA and coordinate the procedures in this policy with the Shasta County SELPA of the discipline of any student with a disability or student who U-Prep or Shasta County 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.

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, U-Prep, 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 U-Prep, 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 U-Prep, 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 U-Prep 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 and U-Prep agree to a change of placement as part of the modification of the behavioral intervention plan.

If U-Prep, the parent, 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 U-Prep 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.

3. Special Circumstances

U-Prep 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 Superintendent/Principal 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 USC 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 USC Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

4. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team

5. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated U-Prep's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if U-Prep had knowledge that the student was disabled before the behavior occurred.

U-Prep 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 U-Prep 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 has requested an evaluation of the child.
- c. The child's teacher, or other U-Prep personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other U-Prep supervisory personnel.

If U-Prep 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 IDEIA-eligible children with disabilities, including the right to stay-put.

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

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

Suicide Prevention Policy

The Board of Directors of University Preparatory School (“U-Prep” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with U-Prep and community stakeholders, U-Prep school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the U-Prep’s strategies for suicide prevention and intervention. U-Prep shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. U-Prep shall appoint an individual (or team) to serve as the suicide prevention point of contact for U-Prep. The suicide prevention point of contact for U-Prep and the Superintendent/Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. this policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, U-Prep created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Monica Cabral, Superintendent/Principal
2. Adam Grooms, Assistant Principal
3. Barbara Reuss, Assistant Principal
4. Matt Williams, Counseling Department Head
5. Keri Price, Parent

To ensure the SPCT reflects the student body’s perspective, U-Prep has designated the following volunteer student representatives to provide consultative insights:

1. JUNIOR HIGH, Student Representative
2. HIGH SCHOOL Student Representative

U-Prep designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

6. Primary Liaison: [Monica Cabral, Superintendent/Principal, mcabral@suhsd.net, 530-245-2790]
 - Secondary Liaison: [Barbara Reuss, Assistant Principal, breuss@suhsd.net, 530-245-2790]

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;

- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

Employees of U-Prep shall act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Suicide Awareness and Prevention Training for School Staff

U-Prep, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
 - c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:
- The impact of traumatic stress on emotional and mental health.
 - Common misconceptions about suicide.
 - Charter School and community mental health and suicide prevention resources.
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
 - Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
 - Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
 - Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
 - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Youth who have suffered traumatic experiences.
 - [Charter School must Insert other Local Youth Populations Vulnerable to Depression and Suicide based upon CalSCHLS, YRBS or other school climate survey data]].

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and

community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. U-Prep includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, U-Prep shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the U-Prep Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. U-Prep shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. U-Prep shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on U-Prep's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include

counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, U-Prep along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with U-Prep and is characterized by caring staff and harmonious interrelationships among students.

U-Prep's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

U-Prep provides instruction to middle and high school students on general mental health and suicide prevention... U-Prep's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). U-Prep maintains a list of current student trainings, which is available upon request.

U-Prep has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

U-Prep supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text "988"
 - Call 1-800-273-8255
 - National Domestic Violence Hotline: Call 1-800-799-7233

- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support.”*

U-Prep shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student’s emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Superintendent/Principal or designee, who shall then notify the student’s parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at U-Prep or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

U-Prep shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student’s physical safety by one or more of the following, as appropriate:
 - a. providing immediate first aid as needed, until a medical professional is available.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.

- i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, U-Prep shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow up care is still not provided, U-Prep should consider contacting Child Protective Services to report neglect of youth.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at U-Prep.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on the U-Prep campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in U-Prep's safety plan. After consultation with the Superintendent/Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Superintendent/Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. U-Prep staff may receive assistance from U-Prep counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the U-Prep campus and unrelated to school activities, the Superintendent/Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like U-Prep to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the

student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in U-Prep activities to notify a teacher, the Superintendent/Principal, another U-Prep administrator, psychologist, U-Prep counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. U-Prep shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

U-Prep shall implement the following steps upon the student's re-entry:

1. The Superintendent/Principal shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
4. School-based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Messaging About Suicide Prevention

U-Prep along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about

methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
“Died by suicide” or “Took their own life”	“Committed suicide” Note: Use of the word “commit” can imply crime/sin
“Attempted suicide”	“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. U-Prep shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Superintendent/Principal to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased’s family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.
 - c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.

5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider, (in consultation with the family) funeral arrangements for family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
10. Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death.
 - Identify and encourage staff and students to monitor social media outlets. 10, Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all U-Prep or “School” School employees, volunteers, contractors, and governing board (“Board”) members² (collectively referred to as “adults” herein).

The School 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. This policy is available on U-Prep’s website.

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 employee’s use of force that is reasonable and necessary to protect the individuals, students, staff or other persons or to prevent damage to property.

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

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

² This policy does not apply to student board members under Education Code 47604.2, or otherwise.

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 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 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/guardian 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, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they 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. Employees 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, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/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 and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written 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 Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor 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, text messages, or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents/guardians' 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/guardians 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 Superintendent/Principal 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 staff member to be present if you will be alone with any student with special needs.
- (o) Asking another staff member 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) High fives, fist bumps, and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

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Appendix C University Preparatory School

EXTRA-CURRICULAR CODE

Extra-curricular activities are an integral part of our school program and, as such, must contribute to the well-being of all participants. Participants are reminded they represent U-Prep and community, and their actions must be a credit to both. All school rules apply in all extra-curricular activities. U-Prep strongly opposes student or parent-sponsored activities that condone or promote the use of tobacco, alcohol or drugs. Parents are encouraged to make sure their students are not involved in the use of these substances.

1. SCHOLASTIC ELIGIBILITY

- a. A student shall be eligible to participate in all athletic programs and extra-curricular activities if he/she meets the following requirements:
- b. A student must maintain a 2.0 grade point average at the end of each grading period to be eligible for extra-curricular activities.
- c. Students are expected to maintain good citizenship and conduct themselves in an appropriate manner while in class and on campus. Failure to do so may result in ineligibility.

2. DOCUMENTARY ELIGIBILITY (athletics only)

- a. Physical examination, parent permission forms, insurance forms, bus rules and other forms as required shall be recorded and on file in U-Prep Office before participation (including practice) is allowed.
- b. U-Prep will make arrangements for physical examinations annually. The cost will be borne by the parent or student. If a student cannot take advantage of U-Prep's physical examination, he/she is responsible to arrange for a physical examination on his/her own at no cost to U-Prep. Results of the physical examination shall be recorded on the appropriate form and shall be renewed annually.
- c. Parent permission forms and emergency consent forms shall be on file at U-Prep. Parent or legal guardian signature is required.
- d. A prospective athlete shall either secure student insurance or have his/her parent or legal guardian completes the Statement of Responsibility for athletic insurance. Proof of payment for student insurance or the Statement of Responsibility shall be on file at U-Prep.
- e. U-Prep expects that coaching staff will provide an orientation for parents at the start of each sport season.

3. DOCUMENTARY ELIGIBILITY (other than athletics)

- a. Appropriate parent permission forms and emergency forms shall be on file at U-Prep. Parent or legal guardian signature is required.
- b. The extra-curricular advisor shall determine rules concerning appropriate conduct for the specific activity.

4. ABSENCE FROM SCHOOL

- a. Absence from school on the day of a scheduled extra-curricular activity shall result in denial of the privilege to participate. Exceptions shall be granted by U-Prep administration on a case-by-case basis. Participation in Saturday or holiday events will be affected by attendance the last school day preceding the event.

5. **USE OF TOBACCO, ILLEGAL DRUGS OR ALCOHOL (during season of activity)**

U-Prep believes that athletics are an integral part of U-Prep curriculum and, as such, must contribute to the physical and mental health of the student athlete. To accomplish this, U-Prep has enacted policies related to drug and alcohol use, both at school and outside of school activities. In order to provide for the health and safety of the individual athlete and other athletes, to provide a legitimate reason for students to say "no" to drug use, and to provide an opportunity for those taking drugs to receive help in locating a program of assistance, the SUHS District and U-Prep conducts a mandatory drug testing program for high school athletes. The program is not punitive. It is designed to create a safe, drug free environment for student athletes and assist them in getting help when needed. The U-Prep Board reserves the right to review, change, or update all school policies.

Students who are under the influence, or in possession, of illegal drugs or alcohol are subject to this policy at school or school activities and also during non-school or non-school activities. Students who are under the influence or in possession at school or school activities are subject to school consequences as well as the athletic policy.

Students who attend an illegal activity (drugs or alcohol are served to minors) are also subject to this policy.

Definitions

Drug: Any substance considered illegal or controlled by the Food and Drug Administration. This includes tobacco products and alcohol.

Student Athlete: Any student participating in athletic practices and/or contests under the control and jurisdiction of U-Prep.

Sport Season: A season begins on the first official day of practice or try-out session and ends the day after the last contest for that sport. Official season opening dates will be no later than: Fall (August 1); winter (November 1); spring (February 1).

Consent: The parent or guardian and the student athlete are required to sign a written consent for drug testing prior to participating in the athletic program.

Medication: Student athletes who have taken or are currently taking prescription medication must declare this fact on the day of testing. The student must provide verification (either by a copy of the prescription or by doctor's authorization) if the drug test is positive. Students who refuse to provide verification and test positive will be subject to actions specified below.

Awards: School letters, certificates or coaches awards

Honors and Recognition: All league, all section, and all star games

Contest: All CIF sanctioned competitions

Action Taken

First Offense:

- Notify parent or guardian.
- A due process hearing will be conducted by the Principal or administrative designee with the parent/guardian and the student.
- Student will be given the option of:
 - Taking a weekly drug or alcohol test for four weeks (at the student's cost), and missing two weeks of contests. The student may attend practice at the discretion of the coach. Students who do not complete a successful program are subject to the following:
 - Being suspended from all sports, practices and athletic activities for a period of nine weeks. If less than nine weeks are remaining in the sport, the suspension will carry over to the next sport in which the athlete participates. Students may also be suspended or dropped from other school activities such as performances, competitions, or leadership groups.

Second Offense:

- Notify parent or guardian.
- A due process hearing will be conducted by the Principal or administrative designee with the parent/guardian and the student.

- The student is suspended from all sports, practices and athletic activities for the remainder of the current season and the next athletic season in which he/she participates. The student will be re-tested before beginning the next season for which he/she is eligible.

Third Offense:

- Notify parent or guardian.
- A due process hearing will be conducted by the Principal or administrative designee with the parent/guardian and the student.
- The student is suspended from all sports, practices and athletic activities for the remainder of the current season, and will not be eligible for any more high school sports unless the following conditions are met:
- One year of random monthly drug testing at the student's expense in which the results are all negative. The student is not eligible for sports during this year.
- At the end of the year, the parent requests that the Principal creates an appeals panel to consider reinstatement.
- The appeals panel grants eligibility.

Any further violation of this policy will result in a permanent ban from District sports. Students who do not finish the season will not be eligible for awards, honors or recognition.

6. QUITTING AN EXTRA-CURRICULAR ACTIVITY

Any student dropping a sport or activity before the season ends shall not be eligible to practice or participate in another sport until the end of the season during which the drop occurred. Exceptions to this rule can be made by the principal.

7. EQUIPMENT

- a. All equipment is issued to a student on a loan basis, subject to normal wear and tear. Equipment that is abused or lost must be paid for by the student to whom it was issued.
- b. For a student to be eligible to participate in a subsequent activity, all equipment must be turned in at the end of a season. Failure to do so shall result in school penalties.

8. TRANSPORTATION

- c. Transportation for students who participate in extra-curricular activities is the responsibility of parents.
- d. Parents wishing to provide transportation to or from activities for students other than their own must bring a verification of insurance from the DMV to U-Prep Athletic Director prior to the event.

9. INTERPRETATION OF EXTRA-CURRICULAR CODE

The judgment of the Superintendent/Principal is final in regards to the investigation and application of this code.

Appendix D
University Preparatory School
PURSUING VICTORY WITH HONOR

Code of Conduct for Interscholastic Student-Athletes

We believe that interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the “Six Pillars of Character”). This Code applies to all student-athletes involved in interscholastic sports.

TRUSTWORTHINESS

1. **Trustworthiness** – be worthy of trust in all you do.
Integrity – live up to high ideals of ethics and sportsmanship and always pursue victory with honor; do what’s right even when it’s unpopular or personally costly.
Honesty – live and compete honorably; don’t lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct.
Reliability – fulfill commitments; do what you say you will do; be on time to practices and games.
Loyalty – be loyal to your school and team; put the team above personal glory.

RESPECT

2. **Respect** – treat all people with respect all the time.
3. **Class** – live and play with class; be a good sport; be gracious in victory and accept defeat with dignity; help up fallen opponents, compliment extraordinary performance, show sincere respect in pre-and post-game rituals.
4. **Disrespectful Conduct** – don’t engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.
5. **Respect Officials** – treat contest officials with respect; don’t complain about or argue with official calls or decisions during or after an athletic event.

RESPONSIBILITY

6. **Importance of Education** – be a student first and commit to earning your degree and getting the best education you can. Be honest with yourself about the likelihood of getting an athletic scholarship or playing on a professional level and remember that many universities will not recruit student-athletes who do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably.
7. **Role-Modeling** – Remember, participation in sports is a privilege, not a right, and that you are expected to represent your school, coach and teammates with honor, on and off the field. Consistently exhibit good

character and conduct yourself as a positive role model.

8. **Healthy Lifestyle** – safeguard your health; don’t use any illegal or unhealthy substances including alcohol, tobacco and drugs or engage in any unhealthy techniques to gain, lose or maintain weight.
9. **Integrity of the Game** – protect the integrity of the game; don’t gamble or associate with or deal with professional gamblers.
10. **Sexual Conduct** – sexual or romantic contact of any sort between students and coaches is improper and strictly forbidden. Report misconduct to proper authorities.

FAIRNESS

11. **Be Fair** – live up to high standards of fair play; be open minded; always be willing to listen and learn.

CARING

12. **Concern for Others** – demonstrate concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to yourself or others.
13. **Teammates** – help promote the well-being of teammates by positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.

CITIZENSHIP

14. **Play by the Rules** – maintain a thorough knowledge of and abide by all applicable game and competition rules.
15. **Spirit of Rules** – honor the spirit and the letter of rules; avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

(YOUR STUDENT-ATHLETE WILL BE
REQUIRED TO SIGN THIS FORM TO
PARTICIPATE IN ATHLETICS.)

I have read and understand the requirements of this Code of Conduct and acknowledge that I may be disciplined or removed from a team if I violate any of its provisions.

Student-Athlete Signature Date

**Our athletic program subscribes to the *Pursuing Victory with Honor* adopted by the
California Interscholastic Federation.**