EXCELSIOR
CHARTER SCHOOLS

ANNUAL PARENT NOTIFICATIONS

Important Information, Rights, and Resources
for Parents and Guardians

2026 - 2027

PREPARING STUDENTS TO BE **SUCCESSFUL ADULTS**

KEY TO ABBREVIATIONS AND ACRONYMS

BP	**Excelsior Board Policies**
BPC	**California Business and Professions Code**
CC	**California Civil Code**
CCR	**California Code of Regulations**
CDE	**California Department of Educations**
CFR	**Code of Federal Regulations**
CIF	**California Interscholastic Federation**
COE	**County Office of Education**
EC	**California Education Code**
FERPA	**Family Educational Rights and Privacy Act**
FPM	**Federal Program Monitoring**
GC	**California Government Code**
HSC	**California Health and Safety Code**
IEP	**Individualized Education Program**
LC	**California Labor Code**
LCAP	**Local Control and Accountability Plan**
OCR	**Office of Civil Rights**
PC	**California Penal Code**
USC	**United States Code**
VC	**California Vehicle Code**
WIC	**California Welfare and Institutions Code**

NON-DISCRIMINATION STATEMENT

Excelsior Charter Schools is committed to providing a safe school environment in which all individuals are afforded equal access and opportunities in education. Excelsior's academic and other educational programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, childbirth, or related medical conditions, parental status, physical or mental disability, medical condition, genetic information, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

Excelsior Charter Schools does not discriminate on the basis of sex in its education programs or activities and complies with Title IX of the Education Amendments of 1972. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

Excelsior Charter Schools assures that lack of English language skills will not be a barrier to admission or participation in school programs. The school also provides equal access to individuals with disabilities in accordance with applicable law.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be investigated through the Uniform Complaint Procedures (UCP). Such complaints must be filed within six (6) months from the date the alleged discrimination occurred, or when the complainant first obtained knowledge of the facts, unless the time is extended by the school for good cause. A copy of the UCP policy and complaint procedures is available upon request and on the school's website.

Excelsior Charter Schools UCP Compliance Officer:
Dale Lee, Assistant Superintendent, Administrative Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
dalel@excelsior.com

ACKNOWLEDGMENT OF RECEIPT OF ANNUAL PARENT NOTIFICATION

In accordance with *California Education Code 48982*, parents/guardians are required to acknowledge receipt of the Annual Parent Notification and Student Rights information.

Excelsior Charter Schools distributes this notification electronically through the Parent Data Confirmation (PDC) process. Parents/guardians must review the information provided and complete the acknowledgment within the PDC system.

By submitting the acknowledgment through PDC, the parent/guardian confirms that they have received and reviewed the Annual Parent Notification and Student Rights information. The acknowledgment of receipt does not indicate consent or denial of

consent for participation in any program or activity referenced in this notice. Where required by law, separate consent or opt-in/opt-out forms will be provided for specific programs and services.

Parents/guardians are encouraged to retain a copy of the Annual Parent Notification for their records.

WHO IS CONSIDERED A PARENT FOR PURPOSES OF THIS NOTIFICATION

For purposes of this Annual Parent Notification, the term "parent" includes a natural or adoptive parent, legal guardian, person having legal custody of a student, other educational rights holder, or a student who is 18 years of age or older.

Throughout this document, the term "parent" is used to represent all individuals who have educational decision-making authority for a student. References to a parent in any notification, form, acknowledgment, or consent requirement shall be interpreted to include all individuals identified in this section.

ACADEMICS

ADVANCED PLACEMENT EXAM FEES

Statutory Reference: EC 48980(j), 52242

Advanced Placement (AP) Exams are administered by the College Board. Passing an AP Exam can earn college credit, giving students a cost-effective head start on post-secondary coursework. To ensure every eligible student can benefit from these opportunities, state funds are available to offset AP examination fees for economically disadvantaged students. Any student enrolled in an AP course who meets the income-eligibility criteria may apply for fee assistance by contacting Educational Services no later than April 1st of each year. Coverage is available for all AP exams per qualifying student each year, subject to the availability of state funding.

AVAILABILITY OF THE COURSE PROSPECTUS

Statutory Reference*: *EC 49063, 49091.14

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, is compiled at least once annually in a prospectus. Each school site has its prospectus available for review upon request. If a copy of the prospectus is requested, the school may charge an amount not exceeding the cost of duplication.

CALIFORNIA HEALTHY YOUTH ACT

Statutory Reference: EC 48980(a), 51950, 51938

BP: 6009 – Sexual Health and HIV/AIDS Prevention Instruction Policy

The California Healthy Youth Act requires that all California schools provide students in grades 7 through 12 with integrated, comprehensive, medically accurate, age-appropriate, and unbiased instruction in comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. This instruction is designed to equip students with the knowledge and skills needed to protect themselves from the risks presented by HIV and other sexually transmitted infections (STIs) and pregnancy; recognize and prevent sexual harassment, sexual assault, sexual abuse, and human trafficking; develop healthy, positive, and safe relationships and behaviors; understand sexuality as a regular part of human development; and develop healthy attitudes concerning adolescent growth and development, menstrual health, body image, gender identity and expression, sexual orientation, relationships, marriage, and family.

The school is also authorized to administer anonymous, voluntary, and confidential research tools (such as tests, surveys, or questionnaires) to students in grades 7–12 regarding their attitudes and behaviors related to sex and sexual health. Such research tools do not require active consent (“opt in”); however, a parent may request to excuse their child in writing. Parents will be provided notice of such research tools and have the opportunity to review the research tool.

These topics are covered in Grades 8 and 10 within the Physical Education/Health courses.

Parents/guardians have the right to:

1. Review the educational materials, including the confidential research tools, used in comprehensive sexual health and HIV prevention education. All written and audiovisual materials used in the instruction are available at the school for parental inspection upon request.
2. Excuse their child from all or part of the instruction, including participation in the confidential and anonymous surveys, by submitting a written request to the district. No student may be subject to disciplinary action, academic penalty, or other sanction for not participating.
3. Request a copy of the California Healthy Youth Act *(Education Code Sections 51930–51939)*, please contact Curriculum Coordinator at 760-245-4262**.**
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants or guest speakers, and to receive advance notice of when students will be receiving the instruction. When the district chooses to use outside consultants or to hold an assembly with guest speakers, parents will be informed of:
    - The date of instruction
    - The name of the organization or affiliation of each guest speaker
    - The right to receive a copy of *Education Code sections 51933, 51934, and 51938*
5. Receive notice by mail or another commonly used method of notification at least 14 days prior to the beginning of the instruction if arrangements for the instruction are made after the start of the school year.

Specific to abuse, including sexual abuse and assault, and human trafficking, the school offers prevention education to help students directly avoid becoming victims of abuse or trafficking. The intent is to educate students on protective behaviors, including online safety, detecting inappropriate student-to-student interactions, establishing healthy relationship boundaries with adults and other students, and understanding how to safely ask for help.

The instruction is age-appropriate and differentiated by grade and instructional setting and delivered by certificated personnel who do not otherwise have regular contact with students receiving the instruction.

Parents/guardians have the right to request in writing that their child not receive all or part of abuse and human trafficking prevention education, and assessments related to that education. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanctions.

Please contact your site Principal or student's counselor to submit your opt-out requests.

CALIFORNIA PROFICIENCY EXAM

Statutory Reference: 5 CCR 11523; EC 48412

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education–approved HiSET® subtests in language arts and mathematics to measure student proficiency. Eligible students may take the CPP using paper–pencil or computer-based testing at an approved testing center or may test at home online with live proctoring. (*Note:* paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

The HiSET–Proficiency is the first assessment within the CPP. Students may prepare for the exam by accessing study materials provided on the HiSET Test Prep Resource webpage. Vendor webpages also include test specifications, testing locations, and a list of available accommodations for testing.

After passing both required subtests, students earn a Certificate of Proficiency, issued by the California State Board of Education. This certificate holds the same legal status as a high school diploma issued by the State of California; however, it does not certify completion of all coursework required for regular high school graduation. A student who obtains a Certificate of Proficiency may choose to remain enrolled in high school or, with verified parent/guardian permission, may exit high school to pursue higher education or employment opportunities.

Students who exit high school after earning the Certificate of Proficiency also have the option of completing the remaining HiSET–Equivalency subtests in science and social studies to earn the California High School Equivalency Certificate, which may expand postsecondary and career options beyond those afforded by the Certificate of Proficiency alone. Students intending to pursue college or university enrollment should confirm admission requirements directly with the institution, as policies vary.

Upon successfully completing all the subtests of the HiSET-Proficiency, students can access their eTranscripts within 48 hours through their myHiSET account. However, it may take up to 14 weeks for students to receive their California Certificate of Proficiency and Official Transcript and Score Report by mail.

Examination fees cannot be charged to students experiencing homelessness or placed in foster care who are under 25 years of age. For testing dates, registration deadlines, preparation resources, accommodations, and additional information, please visit the California Department of Education website at https://www.cde.ca.gov/ta/tg/cp.asp.

To be eligible to take the CPP, students must meet both of the following criteria:

1. The student must meet one of the following age/grade requirements:
    - Be 16 years of age or older; or
    - Have been enrolled in grade 10 for one full school year or longer; or
    - Will complete one full school year of grade 10 enrollment by the end of the semester in which the next regular exam is administered.
2. The student must be subject to California's compulsory education laws, demonstrated by one of the following:
    - Current enrollment in a California public high school; or

- Current enrollment in a private school registered with the California Department of Education, including students who are homeschooled under a private school affidavit; or
- A current work permit issued by the Department of Industrial Relations to a student working in California, provided the student is enrolled in an independent study program or receiving tutoring that aligns with their work schedule.

COLLEGE ADMISSIONS REQUIREMENTS

Statutory Reference*: *EC 48980(k), 51229

Students enrolled in Excelsior Charter Schools have access to a broad range of postsecondary education pathways designed to support academic success and career readiness. Students and families are encouraged to explore the following trusted resources to support postsecondary planning:

- CaliforniaColleges.edu: California's official college and career planning platform and a key component of the Cradle-to-Career (C2C) Data System. This site allows students to track A-G progress, explore careers, apply to colleges, and more.
- hs-articulation.ucop.edu: Search A-G certified high school courses that meet UC/CSU entrance requirements.
- cccCO.edu: Access information and links to all California Community Colleges.
- assist.org: Find approved transfer courses for students moving from a California Community College to a UC or CSU.
- calstate.edu: Learn more about the CSU system, campus locations, and online applications.
- universityofcalifornia.edu: Explore UC admissions, applications, and campus information.
- www.cde.ca.gov/ci/ct: Learn about Career Technical Education (CTE) programs and pathways.

Students will have the opportunity to meet with their assigned school counselor to select courses aligned with college admissions requirements, enroll in Career Technical Education (CTE) courses, and explore postsecondary options that best match their goals. CTE programs of study offer a multi-year sequence of courses that blend academic instruction with technical and occupational skills, preparing students for both college and direct entry into high-demand careers. For more information or to schedule a meeting with a counselor, students and parents should contact their school site or visit www.excelsior.com to contact their school site.

Whether students plan to pursue a two-year degree, transfer to a four-year university, or enter the workforce with technical training, California offers a variety of public higher education systems and resources to help them succeed.

California Community Colleges

California's community college system provides an affordable and accessible option for all students. Community colleges offer associate degrees, certificates, transfer pathways to four-year universities, and workforce training programs. These colleges are open to any California resident or nonresident who:

- Possesses a high school diploma or its equivalent; or
- Is at least 18 years old and capable of benefiting from the instruction provided, even without a diploma.

California State University (CSU) and University of California (UC) Systems

To qualify for freshman admission to a CSU or UC campus, students must complete at least 15 A-G college preparatory courses with a minimum grade of "C" or better. These courses may also be satisfied by:

- Equivalent college coursework; or
- Qualifying scores on standardized exams (*e.g.,* AP, IB, SAT Subject Tests).

Applicants must also graduate from high school and meet any additional admission criteria, such as minimum GPAs or other program-specific requirements. Students may also begin at a community college and transfer to a CSU or UC using established pathways.

Qualifying high school seniors who are on track to meet A-G requirements are being offered immediate, conditional admission to 10 CSU campuses as part of a Direct Admissions Program. Eligible students will receive a brochure mailed to their home address, explaining their conditional admission and outlining the next steps. Students must use the *CaliforniaColleges.edu* platform to select their preferred CSU campuses. Official acceptance letters will be issued directly by the participating universities which include Channel Islands, Chico, East Bay, Humboldt, Maritime Academy, Monterey Bay, San Bernardino, San Marcos, Sonoma, and Stanislaus. Students may still apply to any CSU campus, including those not in the direct admission program. Please note that impacted campuses or programs may have additional admissions criteria.

COURSE SELECTION AND CAREER COUNSELING

Statutory Reference*: *EC 221.5(d)

The parent/guardian of a student in grades 7-12 may participate in their student's career counseling and course selection decisions. In such counseling sessions, the school counselor, teacher, instructor, administrator, or aide will not, on the basis of the student's sex, offer vocational or school program guidance to a student of one sex that is different from that offered to a student of the opposite sex or differentiate career, vocational, or higher education opportunities on the basis of the sex of the student counseled. Any school personnel acting in a career counseling or course selection capacity to a student must affirmatively explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex.

DUAL ENROLLMENT OR INTERNATIONAL BACCALAUREATE COURSES

Statutory Reference*: *EC 48980.6

Excelsior Charter Schools may offer dual enrollment opportunities for students in grades 7–12 in partnership with local community colleges. Dual enrollment allows eligible students to enroll in college-level courses and earn both high school and college credit.

- Due to the nature of agreements with partner colleges, dual enrollment course offerings may vary by term based on availability, scheduling, and college partnership agreements.
- Information about current dual enrollment opportunities, including:
- Available courses
- Eligibility requirements
- Application and enrollment procedures
- is provided to students and families on an ongoing basis.
- Students and parents/guardians interested in dual enrollment opportunities should contact their school counselor or principal for the most current information and guidance.

International Baccalaureate (IB) Courses

- Excelsior Charter Schools does not currently offer International Baccalaureate (IB) courses.

EXEMPTION FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS

Statutory Reference*: *EC 32255-32255.6, 48980(a)

Once a teacher informs students that they will be utilizing live or dead animals or animal parts in the course, a student who has a moral objection to dissection or otherwise harming or destroying animals or animal parts must notify their teacher of the objection. The student's objection must be substantiated by a note from the student's parent/guardian, and the student will not be discriminated against based upon the student's decision to exercise this right.

If the student chooses to refrain from participation in an education project involving the harmful or destructive use of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternate education project for the purpose of providing the student an alternate avenue for obtaining the knowledge, information, or experience required by the course of study in question. The alternative education project will require a comparable time and effort of investment by the student. It will not, as a means of penalizing the student, be more arduous than the original education project.

Students choosing an alternative educational project must pass all examinations of the respective course in order to receive credit. However, if tests require the harmful or destructive use of animals, a student may, similarly, seek alternative tests, as described above.

EXEMPTION FROM HEALTH INSTRUCTION

***Statutory Reference*: EC 51240**

BP/AR: 6009 – Sexual Health & HIV/AIDS Prevention Instruction Policy

Excelsior Charter Schools is required to provide instruction on certain health-related topics. If any portion of this instruction conflicts with the religious training and beliefs, including personal or moral convictions, of a student's parent/guardian, the parent/guardian may submit a written request to the principal or designee to have the student excused from that part of the instruction.

FEDERAL STUDENT AID FOR COLLEGE

Statutory Reference: EC 51225.7, 51225.8

Filing a financial aid application is an important first step toward college and career success. Completing either the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) helps determine eligibility for federal, state, institutional, and private financial aid. Because many programs award aid on a first-come, first-served basis, submitting your application in a timely manner is essential.

To support an early awareness of the requirements and facilitate successful completion of the process in 12th grade, Excelsior Charter Schools will advise each 11th-grade student to complete the grade 11 financial aid lessons on the CaliforniaColleges.edu platform. These lessons will include, but are not limited to, documentation and personal information required, definitions used in the application, student financial aid eligibility requirements, application timelines and submission deadlines, and the importance of submitting applications early.

The Excelsior will ensure that each 12th-grade student completes and submits either a FAFSA or a CADAA to the California Student Aid Commission (CSAC). Students should complete only one application, based on their citizenship and residency status. Any information shared by parents, guardians, and students will be handled according to applicable state and privacy laws and regulations. Excelsior may match student lists with FAFSA/CADAA submission data for the sole purpose of verifying completion or confirming an opt-out status.

A parent/guardian or a student who is 18 years of age or older may opt out of completing the FAFSA or CADAA by submitting an opt-out form. Excelsior will exempt a student and submit an opt-out form on their behalf if the school determines that the student is unable to comply with the requirement. Parents/guardians will be notified if an exemption is granted. A student who does not complete an application and does not submit an opt-out form will not be penalized or prevented from graduating.

HIGH SCHOOL GRADUATION REQUIREMENTS

Statutory Reference: EC 48980; 51225.3

BP: 6004 – Graduation Requirements; 6011 – Graduation Requirements Class of 2030

Excelsior Charter Schools is committed to preparing all students for college, career, and lifelong success. To earn a high school diploma, students must complete the course of study required.

Excelsior offers Career Technical Education (CTE) courses aligned to state standards that may serve as an alternative way to meet certain graduation requirements. All CTE programs are offered without discrimination, and a lack of English language skills will not be a barrier to participation.

For more information about high school graduation requirements, including the list of CTE courses offered by Excelsior, including their alignment for subject matter requirements and admission into the California State University (CSU) or University of California (UC), visit: www.excelsior.com to review the Parent and Student handbook. You may also consult the UC Doorways website.

PARTICIPATION IN STATEWIDE ASSESSMENTS

Statutory Reference: 5 CCR 852; EC 60615

BP: 6001 – Assessments & Examinations

The California Assessment of Student Performance and Progress (CAASPP) system includes statewide assessments administered each spring to students in designated grade levels. These assessments measure progress in English language arts, mathematics, and science, and are designed to evaluate key skills, including the ability to write clearly, think critically, and solve problems. Because CAASPP assessments are given statewide, they provide a consistent measure of student performance against California's academic standards.

The CAASPP system is comprised of three assessments including the Smarter Balanced Summative Assessments in English language arts and mathematics (grades 3–8 and 11), the California Science Test (CAST) (grade 5, grade 8, and once in grades 10–12), and the California Alternate Assessments (CAA) in English language arts, mathematics, and science for students with significant cognitive disabilities who cannot participate in the general statewide assessments.

Parents/guardians may submit a written request each year to excuse their child from any or all CAASPP assessments. The Superintendent or designee shall approve all such requests. If an exemption is submitted after testing has begun, any assessments completed before the request was received will still be scored, reported to the parent, and included in the student's educational record.

STATE GRADUATION REQUIREMENTS – ELIGIBLE STUDENTS

Statutory Reference: EC 51225.1, 51225.2, 51225.31 (COE's: EC 48645.5, 48645.7)

BP: 6004– Graduation Requirements; 6011– Graduation Requirements of Class of 2030

For purposes of this section, "eligible student" means a student in foster care, a student experiencing homelessness, a current or former juvenile court student, a child of a military family, a migratory student, or a newcomer student. To graduate, students must complete the statewide course requirements outlined in *Education Code § 51225.3,* along with any Board-approved coursework required by Excelsior Charter Schools. An eligible student who transfers into the school or moves between schools after completing the second year of high school, or a newcomer student in the third or fourth year of high school, shall be exempted from any Board-adopted coursework beyond the statewide requirements, unless it is determined the student can reasonably complete

those additional requirements by the end of their fourth year of high school. Students who are not exempted must be reevaluated the following academic year.

Eligible students will be notified of the exemption's availability and whether they qualify. If a student was not properly notified, previously declined the exemption, or was not exempted earlier, the student or education rights holder may request the exemption at any time, and the district must grant it, even if the student is no longer otherwise eligible. Eligible students also have the right to remain in high school for a fifth year to complete statewide or district graduation requirements.

For a student with a disability, eligibility for exemption from Board-adopted coursework also requires that the student's IEP specifies that the IEP team has determined the student is eligible to take the state alternate assessment as allowed by law and that the student is required to complete state standards-aligned coursework to meet the statewide course requirements under *Education Code § 51225.3.*

Any complaint alleging noncompliance by the LEA/District with these requirements may be filed through Excelsior's Uniform Complaint Procedures pursuant to *Education Code §§ 51225.1 and 51225.2.*

TRANSFER OF COURSEWORK AND CREDITS

Statutory Reference*: *EC 48645.5, 48645.7, 49069.5, 51225.1, 51225.2, 51225.31 (COE's EC 48645.5, 48645.7)

For purposes of this section, "eligible student" means a student in foster care, a student experiencing homelessness, a current or former juvenile court student, a child of a military family, a migratory student, or a newcomer student. When an eligible student transfers out of a school, the school will provide an official transcript that includes full and partial credits and grades earned. The transcript will reflect:

1. Days of enrollment and/or seat time, if applicable, used to determine full and partial credit based on any satisfactorily completed coursework.
2. Credits and grades listed separately by school, clearly identifying where they were earned.
3. A full record of seat time, including period of attendance and days of enrollment.

If the new school has reason to believe the transcript is missing credits or grades, it must contact the prior school within two business days. The prior school must then issue all appropriate full or partial credits and provide all academic and related records within two business days of the request. Schools must accept and issue full credit for any coursework satisfactorily completed by an eligible student at another public school, juvenile court school, charter school, school outside the United States, or nonpublic nonsectarian school. Schools may not require an eligible student to retake a course or repeat a completed portion of a course, unless, after consultation with the education rights holder, it is determined that retaking the course is reasonably necessary for the student to graduate on time. When partial credit is awarded, the student must be enrolled in the same or equivalent course, as applicable, so that they may complete the full course.

An eligible student may not be prevented from retaking a course or taking a needed course to meet the admission requirements for the California State University (CSU) or University of California (UC) systems.

ATTENDANCE

ABSENCES DUE TO CONFIDENTIAL MEDICAL SERVICES

Statutory Reference: EC 46010.1

BP/AR: 5001 Attendance Procedure Policy

California law allows students in grades 7 through 12 to be excused from school without parental consent to obtain confidential medical services. Excelsior staff may contact the medical provider to confirm the appointment time, but they shall not request or record details regarding the services provided. School or Excelsior staff are not permitted to notify a parent/guardian when a student leaves school for this purpose.

EXCUSED ABSENCES

Statutory Reference: EC 48205, 48980

BP/AR: 5001 Attendance Procedure Policy

Absence may only be marked as "excused" when the reason for the excuse meets the criteria listed under *EC 48205* and other applicable laws.

EC 48205. *(a) Notwithstanding Section 48200*, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For purposes of having medical, dental, optometric, or chiropractic services rendered.
4. For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. For purposes of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
8. For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section

49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10. For purposes of attending the pupil's naturalization ceremony to become a United States citizen.
11. For purposes of participating in a cultural ceremony or event.
12. (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

    (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

    (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

    (i)To access services from a victim services organization or agency.

    (ii)To access grief support services.

    (iii)To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
14. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
15. Due to the pupil's participation in military entrance processing.
16. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) “Cultural” means relating to the practices, habits, beliefs, and traditions of a certain group of people.

(3) “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(4) “Victim services organization or agency” has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

LOSS OF ACADEMIC CREDIT/GRADES

Statutory Reference*: *EC 48980(i)

No student shall have their grade reduced or academic credit withheld due to an excused absence, as defined under the notification, “Excused Absences,” provided the missed assignments or tests that can reasonably be provided are satisfactorily completed within a reasonable timeframe.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS

Statutory Reference: EC 48980(c)

BP/AR: 6008 – School Calendar

The school calendar is intended to inform parents and guardians of the minimum days and student-free staff development days scheduled for the school year. Any additional minimum or student-free days that are scheduled after the initial distribution of the school calendar, parents and guardians of affected students will be notified as early as possible, but no later than one month before the scheduled date. To access the school calendar, visit www.excelsior.com.

STUDENTS WITH TEMPORARY DISABILITIES

Statutory Reference: EC 48980, 48206.3, 48207, 48208

BP/AR: 5013 Home Hospital Instruction, Home Instruction & Independent Study

A temporary disability is a physical, mental, or emotional condition that arises. At the same time, a student is enrolled in a regular or alternative education program and from which the student is expected to recover without ongoing special-education services. A temporary disability does not qualify a student as an individual with exceptional needs.

When a temporary disability makes school attendance impossible or inadvisable, the parent/guardian must promptly notify Student Services Department and request individualized instruction, also known as “Home and Hospital Instruction”.

Excelsior Charter Schools Contact:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

Within five (5) working days of receiving notice, Excelsior will decide whether the student is eligible for individualized instruction in the home or hospital. If the Excelsior determines that individualized instruction is appropriate, services will begin within five (5) working days.

Individualized instruction is provided in the student’s home or in a qualifying residential health facility (excluding state hospitals) located within the district. A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, located outside of the school district in which the student’s parent or guardian resides, shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital in located. It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the school district in which the student is deemed to reside of the student’s presence in a qualifying hospital.

Excelsior will make every reasonable effort to maintain the student’s coursework and academic standing. However, certain specialized classes (*e.g.,* Advanced Placement, laboratory sciences, world languages, higher-level mathematics, physical education, and electives) may not be replicable in the home and hospital setting. In such cases, course completion may be postponed to summer school or another venue, and high school graduation could be delayed.

To facilitate reentry, Excelsior may continue to enroll a student receiving instruction in a qualifying hospital or provide a combination of on-campus and home instruction once hospital confinement ends. Combined services shall not exceed five instructional days per week, and attendance will not be duplicated. The supervisor of attendance will ensure absences are excused until the student can return to regular classes.

For questions or to request individualized instruction, please contact the Student Services Department as soon as the need is identified.

Excelsior Charter Schools Contact:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

BEHAVIOR AND STUDENT CONDUCT

ASSIGNMENTS DURING SUSPENSION

Statutory Reference*: *EC 35291, 48913.5, 48980

BP/AR: 5016 Pupil Discipline, Suspension & Expulsion

When a student is suspended from class, the teacher of that class may require the student to complete any missed assignments or tests during the period of suspension. In addition, if a student is suspended from school for two or more days, the teacher is required to provide the student with any homework that would have otherwise been assigned upon the request of the student, parent, or another individual holding educational rights. If the student submits the completed assignments, either upon returning to school or by the original deadline set by the teacher, whichever occurs later, and the assignments are not graded before the end of the academic term, they shall not be factored into the student's overall grade for the class.

INVOLVEMENT OF LAW ENFORCEMENT

Statutory Reference: EC 35291, 44014, 48902, 48980, 49393, PC 245

BP/AR: 5016 Pupil Discipline, Suspension & Expulsion

Excelsior is committed to maintaining a safe and secure learning environment for all students and staff. In accordance with state law, Excelsior is required to notify law enforcement authorities when certain serious infractions occur on school grounds or during school-sponsored activities. Specifically, any school employee who is attacked, assaulted, or physically threatened by a student must immediately report the incident to the appropriate law enforcement agency. In addition, the principal or designee is required to notify law enforcement authorities, within legally prescribed timelines, of student conduct related to the following:

1. Assault with a deadly weapon or instrument
2. Assault with force likely to produce serious bodily injury, as defined by *Penal Code (PC) 245*
3. Sexual battery or sexual assault
4. Possession, use, or sale of controlled substances, alcoholic beverages, or intoxicants
5. Possession of firearms or explosives
6. Possession of dangerous objects or weapons, including but not limited to:
    - A dirk, dagger, or ice pick
    - Any knife with a blade longer than 2½ inches
    - A folding knife with a blade that locks into place
    - A razor with an unguarded blade
    - A taser or stun gun, as defined in *Penal Code 244.5(a)*

- Any device that expels a metallic projectile, such as a BB or pellet gun, powered by air pressure, CO_2, or spring action
- A spot marker gun

When an act subject to mandatory reporting is committed by a student with an IEP or Section 504 Plan, the principal or designee must ensure that copies of the student's IEP or 504 Plan and disciplinary records are provided to the responding law enforcement authorities. This information must be shared in compliance with applicable state and federal laws and is intended to support law enforcement in addressing the student's unique needs appropriately.

For questions about Excelsior Charter Schools mandatory reporting procedures, contact:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

PROPERTY LOSS OR DAMAGE

Statutory Reference*: *EC 35291, 48904, 48980, 49014

Excelsior may seek reimbursement when Excelsior's property is damaged, destroyed, or not returned due to a student's willful misconduct, consistent with state law. Parents/guardians may be held financially liable for the reasonable cost of repairing or replacing books, supplies, devices, materials, or other Excelsior property loaned to the student.

If a parent/guardian is unable to pay for the damage or to return the property, Excelsior will offer the student a voluntary work program in lieu of monetary payment. Until restitution is paid or the voluntary work has been completed, Excelsior may withhold the student's grades, diploma, and/or transcript. Excelsior will provide written notice to the parent/guardian describing the alleged misconduct, the basis for the charge, and the amount owed. Communications regarding debt collection will be directed only to the parent/guardian, not the student. Appropriate disciplinary action may be taken as permitted by law; however, such discipline shall not be academically punitive.

SUSPENSION AND EXPULSION

Statutory Reference: EC 35291, 48900, 48900.2, 48900.3. 48900.4, 48900.7. 48901.1, 49815, 48980(a)

BP/AR: 5016 Pupil Discipline, Suspension & Expulsion

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance:

Education Code 48900

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

a (2) Willfully used force or violence upon another person, except in self-defense.

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

c. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as such 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.

g. Stole or attempted to steal school property or private property.

h. Possessed or used tobacco, or products containing tobacco or nicotine products.

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

j. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm.

n. Committed or attempted to commit a sexual assault or committed a sexual battery.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in, hazing.

r. Engaged in an act of bullying.

    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, directed toward one or more students that has or can reasonably be predicted to have the effect of (refer to *EC 48900.2, 48900.3, or 48900.4* to define the nature of the bullying):

        i. Placing a reasonable student in fear of harm to the student's person or property

        ii. Causing the student to experience a substantially detrimental effect on the student's physical or mental health

        iii. Causing the student to experience substantial interferences with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school.

        iv. (*Refer to EC 48900(r)(3)* for the definition of "reasonable pupil.")

2. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. 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.

t. Aided or abetted the infliction or attempted infliction of physical injury on another person.

Education Code 48900.7: Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include:

1. *Education Code 48900.2* – Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, to be sufficiently severe or pervasive as to have a negative impact one the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. *Education Code 48900.3* – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. *Education Code 48900.4* – Intentionally Engaged in an act of harassment, threats or intimidation. Acts or statements directed against school/district personnel or pupils, that is/are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

<u>Recommendations to Expel</u>

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student who is determined to have committed any of the following acts at school or at a school activity off school grounds *(EC 48915 (c)*):

(1) Possessing, selling, or otherwise furnishing a firearm.

(2) Brandishing a knife at another person

(3) Unlawfully selling a controlled substance.

(4) Committing or attempting to commit a sexual assault or committing a sexual battery.

(5) Possessing an explosive.

The principal or the superintendent of schools is also required to recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct *(EC 48915(a)(1))*

(A) Causing serious physical injury to another person, except in self-defense

(B) Possession of any knife or other dangerous object of no reasonable use to the student

(C) Unlawful possession of any controlled substance, except the first possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis or possession of over-the-counter medication/medication prescribed for use by the student for use by the student

(D) Robbery of extortion

(E) Assault or Battery upon any school employee, as defined in *Penal Code 240 and 242*

SUSPENSION FROM SCHOOL

Statutory Reference: EC 35291, 48911, 48980(a)

BP/AR: 5016 Pupil Discipline, Suspension & Expulsion

A student may not be suspended for more than five consecutive school days at a time. During a single school year, the maximum total number of suspension days is 20. However, if a student transfers to another school within the same school year, up to 10 additional days of suspension may be permitted to support the student's adjustment to the new setting. In such cases, the maximum allowable number of suspension days for the year increases to 30. A principal or their designee who decides to suspend a student and must follow procedures that safeguard the student's right to due process.

Before a suspension is imposed, the student will participate in an informal conference with the principal or designee. This conference may only be waived in case of emergency. During this meeting, the student will be:

- Informed of the specific reason for the proposed disciplinary action;
- Informed of the other means of correction that were attempted before the recommendation for suspension;
- Presented with the evidence against them, and
- Allowed to respond and present their version of events or any evidence in their defense.

At the time a suspension is issued, the school will make a reasonable effort to notify the parents/guardians in a timely manner, and a written notice will be provided. If the

student is a foster youth, any discipline notifications provided to the parent are also required to be provided to the foster youth's county social worker, court-appointed attorney, and educational rights holder; for an Indian child, the notification is provided to the Indian child's tribal social worker and, if applicable, county social worker.

If a student is suspended without a conference before suspension, the student and parent or guardian, or, if the student is a foster child, the foster child's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, as defined in *Section 224.1 of the Welfare and Institutions Code*, the Indian child's tribal social worker and, if applicable, county social worker shall be notified of the right to a conference and the student's right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

School staff may request a parent conference to discuss the cause and circumstances of the suspension, review applicable school policies, and identify appropriate next steps or supports. Parents/guardians are expected to respond promptly to such a request. However, a student may not be denied readmission to school solely because the parent/guardian fails to attend the meeting.

ENGLISH LEARNERS

ADVISORY COMMITTEES

Statutory Reference*: *5 CCR 11308; EC 52603, 52174, 52176

Each school with more than 20 English learners must have an English Learner Advisory Committee (ELAC). Parents of English learners, elected by other parents of English learners, serve on this committee. The ELAC helps develop the school's needs assessment, promotes regular attendance, and advises the principal on programs and services for English learners. The ELAC may also elect a representative to Excelsior's English Learner Advisory Committee (DELAC).

When Excelsior Charter Schools has more than 50 English learners, a DELAC is established. A majority of its members must be parents of English learners who are not district employees. The DELAC advises the district on programs, services, goals, and compliance related to English learners, and provides input on district plans such as the LCAP.

Both ELAC and DELAC members receive training and materials to support their advisory roles.

Because Excelsior Charter Schools operates as a single school, it maintains a combined English Learner Advisory Committee (ELAC/DELAC) in accordance with California law.

IDENTIFICATION AND ASSESSMENT

Statutory Reference*: *5 CCR 11307, 11518.5, EC 313, 52164.1

Education Code 313, "Each school district that has one or more pupils who are English learners, and, to the extent required by federal law, each county office of education and each charter school, shall assess the English language development of each pupil in order to determine the level of proficiency…(d)(2) The summative assessment shall be conducted annually during a four-month period after January 1, determined by the Superintendent with the approval of the state board. Annual assessments shall continue until the pupil is redesignated as English proficient…"

Upon initial enrollment, Excelsior Charter Schools determines each student's primary language using a Home Language Survey. Any student whose primary language is not English—and who has no prior English proficiency results—must take the Initial English Language Proficiency Assessments for California (ELPAC). Parents/guardians will be notified in writing prior to the administration of the Initial ELPAC.

The Initial and Summative ELPAC must be administered in accordance with state regulations. Students with disabilities will participate using the accommodations, supports, or alternate assessments specified in their IEP or Section 504 Plan. Each identified English learner must take the Summative ELPAC annually until they are reclassified as proficient.

State law also requires schools to notify parents/guardians each year if their child is identified as a Long-Term English Learner (LTEL) or is at risk of becoming an LTEL.

Excelsior Charter Schools' Curriculum Coordinator will send these notices at the start of each school year or semester.

You will be notified when your child is assessed for English language proficiency within 30 days after the start of the school year. The notice will include:

1. Whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner, as those terms are defined in Section 313.1.
2. The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners.
3. The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long term English learners develop English proficiency and meet age-appropriate academic standards.

LANGUAGE ACQUISITION PROGRAMS & LANGUAGE PROGRAMS

Statutory Reference: 5 CCR 11309, 11310; EC 310

Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English learners acquire English as rapidly and effectively as possible. In accordance with California law, these programs are based on evidence-based research and include both Designated and Integrated English Language Development (ELD).

Excelsior Charter Schools offers a Structured English Immersion (SEI) program for English learners. This program includes:

- Integrated ELD: English language development instruction provided within core academic classes, where teachers incorporate strategies to support language development alongside grade-level content instruction.
- Designated ELD: Targeted instruction during a dedicated period focused specifically on developing English language proficiency based on students' assessed language needs.

This program is designed to:

- Support students in developing English proficiency
- Ensure access to grade-level academic content
- Promote progress toward meeting state academic standards within a reasonable period of time.

Parents/guardians may choose a language acquisition program that best suits their child. At this time, Structured English Immersion is the language acquisition program offered by Excelsior.

Language Programs

Language programs provide instruction in languages other than English and may lead to proficiency in those languages.

Excelsior Charter Schools does not currently offer language programs in languages other than English.

How to Request the Establishment of a New Program

To ensure opportunities for parent and community engagement, parents/guardians may request the establishment of a language acquisition program not currently offered.

Parents/guardians interested in requesting a different language acquisition program may contact:

Stephanie Judd, Excelsior Charter Schools Curriculum Coordinator
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
stephaniej@excelsior.com

Excelsior will maintain a written record of each request, including:

- Date of the request
- Name of the parent/guardian and student
- General description of the request
- Student's grade level at the time of the request

All records will be maintained for at least three years.

Timelines and Implementation Process

If parents/guardians of 30 or more students schoolwide, or 20 or more students in any grade level, request a language acquisition program, Excelsior will:

1. Notify parents/guardians, staff, and the English Learner advisory committee within 10 days of reaching the threshold.
2. Evaluate the resources and feasibility required to implement the program.
3. Within 60 calendar days, determine whether the program can be implemented and provide written notice of the decision.

If the program is approved, Excelsior will develop and publish a timeline for implementation. If the program cannot be implemented, Excelsior will provide a written explanation of the reasons.

NONDISCRIMINATION IN CURRICULUM AND INSTRUCTIONAL MATERIALS

Statutory Reference: EC 244, 2623, 280, 33800 et seq., 48980, 51500, 51501, 60151

BP: 2018 – Williams Complaint Policies & Procedures California Education Code Sections 1240, 17592.72, 35186, 35292.5, 48985; 2016 – Uniform Complaint Procedures & Policy

The State of California and Excelsior Charter Schools are committed to providing all students with equal rights and opportunities in educational programs and activities, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic protected by law, consistent with *Education Code sections 200 and 220*, as further clarified and strengthened by Assembly Bill 715 (2025). The school is committed to maintaining safe, inclusive, and respectful learning environments free from discrimination, harassment, intimidation, and bullying. Discrimination on the basis of any protected characteristic, as defined in in these statutes, is prohibited in all programs and activities. (Additional Information on Assembly Bill 715, effective January 1, 2026.)

Consistent with state and federal law, discrimination may include conduct based on religion, ancestry, ethnicity, or national origin. This includes antisemitism and other forms of bias directed toward individuals or groups based on shared ancestry or ethnic characteristics. Such conduct will be addressed with the same seriousness as all forms of unlawful discrimination. The LEA/District shall establish and maintain clear procedures for reporting, investigating, and resolving complaints of discrimination, harassment, intimidation, and bullying. Complaints may be filed under the LEA/District ’s Uniform Complaint Procedures (UCP), including anonymously when sufficient evidence is provided.

Instructional Materials

Excelsior ensures instructional materials are selected and implemented under the direction of administration and oversight of the governing board

- Textbooks, instructional materials, supplemental materials, professional development resources, and curriculum that are aligned with *Education Code 220* and ensure that all students are free from unlawful discrimination.
- Professional development materials and services that support lawful, inclusive instructional practices and that do not promote, endorse, or otherwise promote the use of any textbook, instructional material, supplemental instructional material, or curriculum that would subject a student to unlawful discrimination as specified in *Education Code 220.*

If the Board knows or has reason to know that such materials or services were used or an action occurred that would violate *Education Code 220*, the Board will investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. Regardless, a complaint may be filed by any member of the public under the LEA’s Uniform Complaint Procedures, or it may be directly filed with the State Superintendent of Public Instruction (SPPI), as described below. Complaints

may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Additionally, the Board shall ensure that adopted instructional materials do not contain matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in *Education Code 220*, or that violates *Education Code 243, 244, 51500, or 60044.* However, the Board does not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive and diverse perspectives, including those in compliance with *Education Code 51204.5, 51933, 51934, and 60040.*

Instruction & School-Sponsored Activities

No instruction or school-sponsored activity may promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or a characteristic specified in *Education Code 220*. Teacher instruction must be factually accurate and aligned with the adopted curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Corrective action will be taken if the Board finds the instruction or school-sponsored activities to be discriminatory.

Parents may review the instructional materials used; access will be provided within a reasonable amount of time in accordance with *Education Code 49091*.10 and the California Public Records Act.

Office of Civil Rights

The Office of Civil Rights (OCR), under the administration of the California Government Operations Agency (hereafter, “Agency”), has been established with the purpose of working directly with local educational agencies (LEA) to prevent and address discrimination and bias as specified in *Education Code 220*. OCR will do all of the following, in consultation with CDE:

- Provide education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias and share relevant laws and regulations with educational state agencies, LEAs, and community stakeholders.
- Annually submit a report to the Agency, the SSPI, the executive director of the state board, and the Legislature on the state of discrimination and bias in all LEAs serving TK-12 students. The report will include specific information on the type of discrimination or bias against a group protected by *Education Code 220* and made publicly available on the Agency’s website.
- Recommend strategies to combat discrimination or bias against groups protected by *Education Code 220* in LEAs serving TK-12 students to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships.

- Annually review CDE's report that includes a summary of all complaints made under the UCP that involve discrimination as defined in *Education Code 220*, with specific information on the type of discrimination or bias, any action taken by CDE in response to each complaint and the timeline for that action, and the disposition of each complaint.
- Advise on subsequent action regarding UCP complaints that involve discrimination as defined in *Education Code 220.*
- Provide assistance, in consultation with the office of the Attorney General and CDE, on proper protocols to respond to discrimination complaints filed under the UCP.
- The Antisemitism Prevention Coordinator, appointed by the Governor, supports statewide efforts to prevent and respond to antisemitism in educational settings, including advising LEAs and engaging with community stakeholders.

All reports produced at the state level will protect individual privacy and comply with confidentiality requirements.

MARRIED, PREGNANT, AND PARENTING STUDENTS

Statutory Reference*: *EC 221.51, 222, 222.5, 46015, 48205, 48980

Pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. State law provides the following accommodations as rights of pregnant and parenting students:

1. Eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.
    a. Students should notify the school of their intent to exercise this right.
    b. No student will be required to take all or part of the parental leave.
    c. If deemed medically necessary, the student may receive more than eight weeks of parental leave.
    d. The supervisor of attendance will ensure that the student's absences are excused until the student is able to return to school.
    e. During parental leave, the student will not be required to complete academic work or other school requirements.
    f. The student may return to the school and the course of study in which the student was enrolled before taking parental leave.
    g. Upon returning to school after taking parental leave, the student is entitled to opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.
    h. A student who chooses not to return to the school in which the student was enrolled before taking parental leave is entitled to alternative education options.

2. No requirement to participate in pregnant minor programs or alternative education programs. However, a student may be required to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. Students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
3. Treatment of pregnancy, childbirth, false pregnancy, termination of pregnancy, and related conditions or recovery in the same manner and under the same policies as any other temporary disabling condition.
4. Reasonable accommodations to a lactating student on a school campus to express breast milk, breastfeed an infant child, or address other needs related to breast-feeding. Reasonable accommodations include, but are not limited to, all of the following:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child.
    b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
    c. Access to a power source for a breast pump or any other equipment used to express breast milk.
    d. Access to a place to store expressed breast milk safely.
    e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.
5. Have absences from school excused when the absence is due to the illness or medical appointment during school hours of the student's child, including absences to care for a sick child, for which the school will not require a note from a doctor.
6. Continued enrollment for a fifth year in the school the student was previously enrolled in order for the student to complete the Board-adopted high school graduation requirements, unless the school makes a finding that the student is reasonably able to complete such requirements in time to graduate from high school by the end of the student's fourth year of high school.

Excelsior will not apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. Excelsior will also not exclude or deny any student from any educational program or activity including class or extracurricular activity, solely on the basis of the student's actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery.

A student will not incur an academic penalty as a result of the student's use of the accommodations listed above and must be provided the opportunity to make up any work missed due to the use of reasonable accommodations to express breast milk or breastfeed an infant child. A complaint of noncompliance may be filed under the uniform complaint procedures.

RESPONSE TO IMMIGRATION ENFORCEMENT ACTIVITIES

Statutory Reference: EC 234.7

BP/AR: 2006 - Immigration

All children have the right to a free public education, regardless of immigration status or religious beliefs. The California Attorney General has issued the guidance document, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K–12 Schools in Responding to Immigration Issues," which includes the following "Know Your Educational Rights" information for students and parents:

Your child has the right to a free public education

All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Excelsior Charter Schools has developed procedures to ensure the safety and security of all students, staff, and families in the event that Immigration and Customs Enforcement (ICE) officials are present at school sites. These procedures are aligned with guidance issued by the California Attorney General.

Excelsior Charter Schools plan is available at: https://www.excelsior.com/parent-student-resources/immigration-enforcement-guidance.

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency, and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of personal information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school must provide parents or guardians with written notice of the directory information policy and provide the option to refuse release of your child's information.

Family safety plans if you are detained or deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to file a complaint

Your child has the right to report a hate crime or file a complaint to Excelsior Charter Schools if your child is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice, California Attorney General's Office,
P.O. Box 944255, Sacramento, CA 94244-2550
(800) 952-5225
BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint.

RIGHTS OF FOSTER YOUTH

Statutory Reference: EC 48853.5

BP/AR: 5011 Foster Youth Education

A foster child (also referred to as foster youth) is defined as any of the following:

1. A child removed from their home under *Welfare and Institutions Code (WIC) 309*.
2. A child who is the subject of a petition filed under WIC 300 or 602, whether or not removal has occurred.
3. A dependent child of a tribal court under the jurisdiction of an Indian tribe, consortium of tribes, or tribal organization, consistent with tribal law.
4. A child who is the subject of a voluntary placement agreement as defined in *WIC 11400(p).*

Foster youth have specific educational rights designed to support stability and academic success. These include:

1. Foster youth have the right to remain in the school of origin, which is the school attended when first entering foster care, the school most recently attended, or any school attended within the past 15 months. If a dispute arises, the student has the right to remain in the school of origin while the dispute is resolved.
2. Foster youth must be enrolled immediately, even without typically required documents for enrollment (*e.g.,* proof of residency, birth certificate, immunizations, transcripts), required clothing (such as uniforms), or payment of outstanding fees, fines, or unreturned items.

3. The foster youth's educational rights holder, attorney, and county social worker must be notified of any expulsion or disciplinary proceeding, including manifestation determination reviews for students with disabilities, before a change in placement occurs.
4. A foster youth's grades may not be lowered due to absences resulting from verified court appearances, court-ordered activities, or placement changes. Grades must reflect the student's performance as of the date they left the school.
5. Foster youth have the right to receive full and partial credits for coursework completed and to have those credits accepted by the new school.
6. Foster youth have priority access to intersession programs. If the student moves during intersession, the educational rights holder determines which program the student will attend.
7. Alleged violations of foster youth education rights may be addressed through Excelsior Charter Schools Uniform Complaint Procedures.

For the standardized statewide notice of these rights, visit: https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp.

For assistance, contact Excelsior Charter Schools Foster Youth Liaison:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

RIGHTS OF STUDENTS EXPERIENCING HOMELESSNESS

Statutory Reference: 42 USC 11432; EC 48852.5

BP/AR: 2005- Homeless Education

Under the McKinney-Vento Homeless Assistance Act, all school-aged children and youth experiencing homelessness are entitled to the same free, appropriate public education as permanently housed students. A student is considered experiencing homelessness if they lack a fixed, regular, and adequate nighttime residence. To identify eligible students, Excelsior Charter Schools administers a housing questionnaire annually, which can be provided in the parents' or youth's primary language upon request. This includes children and youth who:

- Share housing due to loss of housing, economic hardship, or a similar reason
- Live in motels, hotels, trailer parks, or shelters
- Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations, or similar places
- Have a nighttime residence not designed for or ordinarily used for sleeping
- Are migratory and living in the above circumstances
- Are unaccompanied youth who are not in the physical custody of a parent/guardian

Summary of rights for students experiencing homelessness

1. Students may attend either the school of origin or their current school of residence and will not be required to attend a separate school for homeless children. The school of origin may be the school attended when last permanently housed, the school most recently attended, or any school attended in the last 15 months.
2. Transportation may be provided at the request of the parent/guardian if that is the barrier to regular school attendance.
3. Disputes must be resolved promptly, and the student may remain in the school of origin during resolution.
4. Students have the right to immediate enrollment, even without typically required documents for enrollment (*e.g.,* proof of residency, birth certificate, immunizations, transcripts), required clothing (*e.g.,* uniforms), or payment of outstanding fees, fines, or unreturned items.
5. Students experiencing homelessness automatically qualify for free school meals.
6. Schools must issue and accept full and partial credits for coursework completed.
7. Students have priority access to intersession programs. If the student moves, the educational rights holder determines which program the student attends.
8. Students may not be stigmatized or segregated based on their housing status.
9. Alleged violations of McKinney-Vento may be addressed through Excelsior Charter Schools Uniform Complaint Procedures.

Unaccompanied youth who meet the McKinney-Vento definition of homelessness are entitled to all rights and services listed above. An unaccompanied youth is a minor not in the physical custody of a parent/guardian.

Notices of the rights of students experiencing homelessness and available community resources are posted on Excelsior Charter Schools website.

Excelsior Charter Schools Homeless Youth Liaison:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

SAFE PLACE TO LEARN ACT

Statutory Reference: EC 234.1

BP/AR: 2004 Hazing, Intimidation, & Bullying Prevention,

Excelsior Charter Schools is committed to maintaining a safe, welcoming environment where all students have equal access to academic and extracurricular programs. Excelsior Charter Schools prohibits discrimination, harassment, intimidation, and bullying based on any actual or perceived protected characteristic, as well as association with anyone who has such characteristics. This policy applies to conduct on campus, at school activities, and off-campus behavior that creates a hostile environment at school. It also applies to all acts of the Governing Board or

Superintendent in enacting policies and procedures that govern Excelsior Charter Schools.

Retaliation against anyone who reports or participates in a complaint, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint is strictly prohibited. All reports will be thoroughly investigated, and Excelsior Charter Schools will take prompt action to prevent misconduct, address its recurrence, and mitigate its effects. Students who experience or witness discrimination, harassment, intimidation, or bullying should contact the UCP compliance officer, principal, or any staff member. Students and parents may also meet with the UCP compliance officer to discuss concerns or accommodations.

All staff must intervene when safe to do so. Students who engage in prohibited conduct may face disciplinary action, up to and including expulsion. Excelsior Charter Schools policies are available at:
https://excelsiorecs.community.highbond.com/Portal/Policy.aspx

To access statewide resources for students and families, visit the California Department of Education's bullying prevention webpage:
https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

SECTION 504

Statutory Reference: 34 CFR 104.32

BP/AR: DMCS_BP 4001 Identification and Referral of Individuals for Special Education

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination against individuals with disabilities. Excelsior Charter Schools provides a free appropriate public education (FAPE) to all students regardless of the nature or severity of their disability to guarantee equal access to all programs, services, and activities.

A student may qualify for Section 504 protections if they have a physical or mental impairment that substantially limits one or more major life activities. Excelsior Charter Schools is responsible for identifying, evaluating, and, if eligible, providing accommodations and supports to students with disabilities through a Section 504 Plan, ensuring equal educational opportunities as provided to their non-disabled peers.

Parents/guardians, staff, or others may refer a student for a Section 504 evaluation. If a student is found eligible, the team will develop a written Section 504 plan outlining the necessary accommodations and supplementary aids and services to ensure that the student receives FAPE. For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact your school site Principal.

SEXUAL HARASSMENT

Statutory Reference: EC 231.5(g), 48900.2, 48980(f), 34 CFR 106.8(b), 5 CCR 4917

BP/AR: 2015 Title IX Non-Discrimination & Sexual Harassment

Excelsior Charter Schools is committed to maintaining a school environment that is safe, supportive, and free from all forms of harassment and discrimination, including sexual harassment and discrimination. Sexual harassment targeting students is prohibited at school and during all school-sponsored or school-related activities. Retaliation against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process is also strictly prohibited.

Students who believe they have experienced or witnessed sexual harassment, or an act of sexual violence should report the incident immediately to any trusted school employee, including a teacher, principal, or the District's Title IX Coordinator. Parents/guardians may also make reports on a student's behalf.

All school personnel are required to report any known or suspected sexual harassment of a student to the Title IX Coordinator within one (1) school day, even if the student does not file a formal complaint or requests confidentiality.

Excelsior Charter Schools will investigate every report of sexual harassment involving students, regardless of whether it meets formal criteria under Title IX or is addressed through other procedures, including the Uniform Complaint Procedures (UCP). Excelsior Charter Schools will take prompt and appropriate actions to prevent harassment, implement remedies, and provide supportive measures.

Any student who engages in sexual harassment or sexual violence at school or a school-sponsored or school-related activity will be subject to disciplinary action, which may include suspension and/or expulsion for students in grades 4–12 who engage in sexual harassment or acts of sexual violence. Employees who engage in sexual harassment or sexual violence toward a student will face disciplinary action, up to and including dismissal, as provided by law and applicable collective bargaining agreements.

Excelsior Charter Schools has adopted a written policy on student sexual harassment in compliance with state and federal law, including Title IX of the Education Amendments of 1972. This policy applies to all students and is included in this annual notification. A copy of the complete policy is:

- Provided to all students and families at the beginning of each school year;
- Distributed as part of any orientation program for new and continuing students;
- Posted in a prominent location at each school site, including the central administrative office and areas where rules and procedures are posted;
- Displayed in every bathroom and locker room on campuses serving grades 9–12;
- Available for staff at the beginning of each school year and upon hiring.

Definition of Sexual Harassment
Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected

characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made against a student in the educational setting when:

1. Submission to conduct is explicitly or implicitly made a condition of a student's academic status or progress;
2. Submission to or rejection of the conduct is used as the basis for academic or other school-related decisions impacting the student;
3. The conduct has the purpose of hurting the student's academic performance or creating an intimidating, hostile, or offensive school environment;
4. Submission to or rejection of the conduct by the student is used as the basis for any decision regarding benefits and services, honors, programs, or activities available through a district program or activity.

Conduct that occurs off campus or outside the scope of school-related or school-sponsored activities may still constitute a violation of Excelsior Charter Schools policy if it creates a hostile school environment or has a continuing negative impact on a student while at school. In such cases, Excelsior Charter Schools will take appropriate action to address the behavior and its effects on the educational environment.

To apply the Title IX complaint procedures, sexual harassment is defined as conduct that occurs in the context of an education program or activity in which Excelsior Charter Schools exercises substantial control over both the respondent (the accused individual) and the context in which the alleged harassment occurred. Title IX sexual harassment includes:

1. An Excelsior Charter Schools employee conditioning access to Excelsior Charter Schools aid, benefit, or service on a student's participation in unwelcome sexual conduct;
2. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to Excelsior Charter Schools education program or activity;
3. Sexual assault, dating violence, domestic violence, or stalking as defined under federal law *(20 USC 1092; 34 USC 12291).*

Examples of Sexual Harassment

Examples of sexual harassment may Include:

- Unwanted sexual comments, jokes, gestures, or advances
- Sexual slurs or epithets
- Displaying sexually suggestive objects or images
- Spreading sexual rumors

- Physical acts like touching, grabbing, or blocking movement
- Unwelcome electronic communications of a sexual nature

Excelsior Charter Schools Title IX Coordinator:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

To review the full board policy and administrative regulations regarding sexual harassment, please visit:
https://excelsiorecs.community.highbond.com/Portal/Policy.aspx

SPECIAL EDUCATION

Statutory Reference: EC 56301

BP/AR: DMCS_BP 4001 Identification and Referral of Individuals for Special Education

Excelsior Charter Schools identifies, locates, and evaluates individuals from birth through age 21 who may have disabilities and require special education services. Parents, teachers, and qualified professionals may refer a student for evaluation by contacting their child's School Site Principal.

Under the Individuals with Disabilities Education Act (IDEA), a "child with a disability" includes individuals with intellectual disabilities; hearing or vision impairments; speech or language impairments; emotional disturbance; orthopedic impairments; autism; traumatic brain injury; other health impairments; or specific learning disabilities who need special education and related services.

Excelsior Charter Schools provides eligible students with a free appropriate public education (FAPE) in accordance with state and federal law, including for students in private schools, those experiencing homelessness, wards of the state, and highly mobile students.

Services are designed to meet the unique needs of each student. If a student is found eligible, a team of educational professionals and the parent(s) or guardian(s) develop an Individualized Education Program (IEP), which outlines the services and supports Excelsior Charter Schools will provide.

STUDENT FEES

Statutory Reference: 5 CCR 4622; EC 49013

BP/AR: 2016 Uniform Complaint Procedures & Policy

Students shall not be required to pay any fee, deposit, or charge to participate in an educational activity that is a fundamental part of Excelsior Charter Schools curricular or extracurricular program. Excelsior Charter Schools will provide, at no cost, all books, materials, equipment, supplies, and other resources necessary for full participation in the educational program.

The Governing Board may impose fees, deposits, or other charges only when expressly authorized by law. When considering waivers or exceptions, the Board will evaluate relevant factors, including the socioeconomic needs of students' families and their ability to pay. Excelsior Charter Schools and its schools may request voluntary donations and conduct fundraising activities; however, students shall not receive or be denied course credit, privileges, or participation in educational activities based on their involvement in donations or fundraising efforts. No student shall be subjected to any form of discrimination for choosing not to participate.

Complaints regarding the unlawful imposition of fees, deposits, or other charges will be addressed through Excelsior Charter Schools Uniform Complaint Procedures. If a complaint is found to have merit, the Superintendent or designee will recommend, and the Board will implement appropriate remedies for all affected students and families pursuant to *5 CCR 4600.*

TITLE IX: SEX EQUITY IN EDUCATION ACT

Statutory Reference: 34 CFR 106.8; EC 221.61; 221.8

BP/AR: 2015 Title IX Non-Discrimination & Sexual Harassment

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of discrimination based on sex, including sexual harassment. California law further provides that all students (as well as other persons) are protected – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of Excelsior Charter Schools educational programs and activities. It also provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the school's athletic director as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.

6. Access to a gender equity coordinator to answer questions regarding gender equity laws.
7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to access information on gender equity laws.
8. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if there is belief that discrimination, or unequal treatment, on the basis of sex has occurred.
9. Pursue civil remedies as a result of discrimination.
10. Be protected against retaliation for filing a discrimination complaint.

Excelsior Charter Schools has designated the following personnel to address questions and complaints regarding its nondiscrimination policies specific to Title IX:

Camren Jones, Assistant Superintendent of Student Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
camrenj@excelsior.com

Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures. For more information regarding Title IX and its application, please visit https://www.excelsior.com/parent-student-resources/parent-notifications, or contact the Title IX Coordinator and/or the Assistant Secretary for Civil Rights at the U.S. Department of Education. Additional resources can be found at:

United States Department of Education, Office for Civil Rights

Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov
OCR Complaint Form: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

California Department of Education

Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
Complaint Procedures: https://www.cde.ca.gov/re/di/eo/complaint.asp

California Interscholastic Federation

4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax: (916) 239-4478
Website on Equity: https://www.cifstate.org/governance/equity/index

UNIFORM COMPLAINT PROCEDURES

Statutory Reference: 5 CCR 4600-4670; EC 33315

BP: 2016 – Uniform Complaint Policy and Procedures

Excelsior Charter Schools is primarily responsible for compliance with applicable federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the uniform complaint procedures (UCP). The UCP is used to investigate and resolve complaints regarding the following programs and activities:

- Accommodations for Pregnant and Parenting Students
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code 200 and 220 and GC 11135*, including any actual or perceived characteristic as set forth in *PC 422.55*, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *Education Code 210.3*, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for students in foster care, students who are homeless, students from military families, students formerly in Juvenile Court now enrolled in Excelsior Charter School, students who are migratory, and newcomer students.

  Note: A standardized notice, which includes the complaint process information, with educational and graduation requirements (*Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2*) for such students is posted online at www.excelsior.com.

- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Child Education
- Physical Education Instructional Minutes
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School or Athletic Team Names, Mascots, or Nicknames
- School Plans for Student Achievement
- School-site Councils
- State Preschool
- Student Fees

  Note: No student enrolled in a public school shall be required to pay a student fee for participation in an educational activity.
- And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Complaints within the scope of the UCP are to be filed with the designated compliance officer who is knowledgeable about the laws and programs that they are assigned to investigate. However, a complaint related to student fees may be initially filed with the principal or the Superintendent or designee.

UCP complaints must be filed no later than one year from the date the alleged violation occurred. Any complaints related to student fees or LCAP may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Excelsior Charter Schools decision will be provided to the complainant through an investigation report within 60 calendar days of receiving the complaint, unless this time period is extended by written agreement of the complainant. A complainant may appeal Excelsior Charter Schools investigation report to the CDE by filing a written appeal within 30 calendar days after receiving the Excelsior Charter Schools decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of Excelsior Charter Schools UCP is provided annually to students and their parents, employees, Excelsior Charter School and school advisory committee members, and other interested parties. Copies of the UCP process are also available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to www.excelsior.com.

Excelsior Charter Schools UCP Compliance Officer:

Dale Lee, Assistant Superintendent, Administrative Services
15505 Civic Dr. Victorville, CA 92392
(760) 245-4262
dalel@excelsior.com

WILLIAMS COMPLAINT

Statutory Reference: 5 CCR 4600-4670; EC 33315

BP: 2018 – Williams Uniform Complaint Procedures

Students must have sufficient textbooks and instructional materials in good, usable condition. Each student, including English learners, must be provided a textbook and/or instructional materials for use in class and to take home or use after school. School facilities must be clean, safe, and maintained in good repair, ensuring they do not pose an emergency or urgent threat to the health or safety of students or staff. Classes must be staffed by appropriately assigned and credentialed teachers. This means there should be no teacher vacancies or misassignments.

- Misassignment: The placement of a certificated employee in a position for which they lack the proper credentials or authorization.
- Teacher vacancy: A position for which a single certificated employee has not been assigned at the beginning of the school year (or semester for one-semester courses) to serve for the full term.

Concerns regarding insufficient instructional materials, unsafe or unmaintained facilities, teacher vacancies, or misassignments may be submitted through Excelsior Charter Schools Williams Uniform Complaint Procedures. Complaint forms are available at 15505 Civic Dr. Victorville, CA 92392 and www.excelsior.com. While individuals are not required to use Excelsior Charter Schools form or identify themselves, only complainants who provide their name and contact information will receive a written response. Complaints may be filed with the school principal or designee. Parents, students, st before submitting a formal complaint to facilitate community members are encouraged to share concerns directly with the school principal prior to submitting a formal complaint to allow for timely resolution.

FAMILY ENGAGEMENT

CALIFORNIA KIDS' INVESTMENT AND DEVELOPMENT SAVINGS PROGRAM

Statutory Reference: EC 51225.7(b)(2)

The California Kids Investment and Development Savings Program (CalKIDS) is a statewide initiative created with the goal of helping families take the first step toward saving for college or career training. It automatically awards scholarships to eligible students to cover qualified education expenses such as tuition and fees, required books and supplies, and computer equipment, helping to reduce financial barriers for parents

Every eligible public-school student in grades 1–12 has a CalKIDS account created in their name with a deposit of $500. Eligible students identified as foster youth receive an additional one-time $500 deposit. Eligible students identified as a student experiencing homelessness receive an additional one-time $500 deposit. This could mean up to $1,500 in scholarship money for students!

To be eligible and automatically enrolled in CalKIDS, students must be identified as English Learner or low-income by the Local Control Funding Formula on Fall Census Day and either:

1. Enrolled in grades 1-12 during the 2021-22 academic year; or
2. Enrolled in 1st grade during the 2022-23 academic year.

Visit https://calkids.org/ to find out more information about CalKIDS, check eligibility, register the account, and/or submit a claim. The CalKIDS account is accessible by using the student's Statewide Student Identifier (SSID), which can be found on a student's school portal, transcript, report card, or by contacting the school.

INVESTMENT IN HIGHER EDUCATION

Statutory Reference: EC 48980(d)

Pursuing a college or university education offers numerous long-term benefits, including increased earning potential, expanded career opportunities, financial security, enhanced problem-solving abilities, and improved overall health and well-being. However, the rising cost of higher education can be a significant barrier for many families. To support long-term college affordability and minimize the burden of student loan debt, parents and guardians are strongly encouraged to begin saving for college as early as possible, even during infancy. Early investment provides the most significant opportunity for funds to grow over time. There are a variety of college savings options available to families, including but not limited to:

- 529 College Savings Plans
- Individual Retirement Accounts (IRA or Roth IRA)
- Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA) accounts
- Trust funds

- U.S. Savings Bonds

In addition to family savings, students can actively contribute to college affordability by applying for scholarships and grants, enrolling in Advanced Placement (AP) or dual enrollment courses to earn college credit while in high school, working a full-time job during the summer or a part-time job during the school year, or opening and contributing to a personal savings account. Planning and engaging in proactive financial preparation can significantly reduce future debt and expand educational choices for students. For more information about college savings options, families are encouraged to consult with a trusted financial advisor or visit www.savingforcollege.com or www.scholarshare529.com).

PARENT AND FAMILY ENGAGEMENT POLICY

Statutory Reference: 20 USC 6318 (b)(1); EC 11503, 11504

BP/AR: 5009 Federal Law Complaint Parent Involvement

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, Excelsior Charter School has adopted this parent and family engagement policy to promote learning and provide a more positive learning experience for the students of its schools. This policy has also been incorporated into the LEA's plan developed pursuant to federal law and submitted to the California Department of Education with the LEA's Consolidated Application.

Involvement In Drafting the Lea Plan

Parents and family members participating children will be involved in the development of the LEA plan required by federal law. On an annual basis, the LEA will submit the LEA plan to the School Site Council for review and suggested changes before the plan is submitted to the California Department of Education (CDE) with the Consolidated Application.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

Coordination, Technical Assistance, And Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following way(s):

- The LEA will distribute 95% of the funds reserved pursuant to federal law to the school for parent involvement activities.

Annual Meeting

Excelsior Charter School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The school will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title 1, Part A. Additionally, parents shall be informed of their rights to be involved in Title 1 Part A programs.

Notice

At the beginning of the school year, Excelsior Charter Schools will send a notice to all parents containing but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of parent's rights for participation in Title I, Part A programs;
- A description (including time of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the state academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and feedback form for parents to comment on its content.

Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs and the parent involvement policy, Excelsior Charter Schools will involve parents of participating students as follows:

- If requested by parents of participating children, Excelsior Charter Schools will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Excelsior Charter Schools will respond to such suggestions within 10 school days.

Building Capacity for Involvement

<u>Standards, Assessments, Title I Requirements, Monitoring Progress and Improve Student Achievement</u>

- Excelsior Charter Schools will regularly publish descriptions and explanations of State academic content standards, state academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Principal meetings will include discussion on how parents can work with educators to improve their child's academic achievement.

- Regular facilitator meetings discuss parental involvement to improve their child's academic achievement.

Education on Parent Involvement

Excelsior Charter Schools will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and Excelsior Charter Schools.

Coordination With Other Programs

Excelsior Charter Schools shall, to the extend feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Annual Evaluation

Excelsior Charter Schools, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. Excelsior Charter Schools will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Excelsior Charter Schools will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

School Parent Compact

At the beginning of each school year, Excelsior Charter Schools will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the school staff and students will share responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

Excelsior Charter Schools shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and e active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic content and achievement

standards expected of all students. To accomplish this goal, Excelsior Charter Schools will do the following:

- Hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating students.
- Provide language translators at parent meetings to the extent practicable.

Furthermore, Excelsior Charter Schools will provide full opportunities for participation of parents with disabilities and parents of migratory children.

Notices

In accordance with federal law, the Excelsior Charter Schools will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- Notice regarding parent's rights to request information regarding the following:
- Professional qualifications of the student's teachers
- Level of achievement and academic growth of the student, if applicable, and available, on state academic assessments and timely notice that the student has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- Information regarding any State or Excelsior Charter Schools policy regarding student participation in any assessments mandated by federal law and by the State and LEA, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notices regarding language instruction programs;
- Any other notices required by law.

Miscellaneous

Excelsior Charter Schools shall ensure that all information related to the LEA and parent programs, meetings and other activities is sent to the parents of participating students in a format and to the extent practicable, in a language the parents can understand. The LEA will provide other reasonable support for parental involvement activities as requested by parents.

PROFESSIONAL QUALIFICATIONS

Statutory Reference*: *20 USC 6312; 34 CFR 200.61

Parents/guardians of students attending a school that receives Title I funds have the right to request information regarding the professional qualifications of their child's classroom teachers. Upon request, Excelsior Charter Schools will provide, at a minimum:

1. Whether the teacher has met State qualification and licensing requirements for the grade levels and subject areas taught.
2. Whether the teacher is teaching under an emergency permit or other provisional status for which State qualifications or licensing requirements have been waived.
3. Whether the teacher is teaching within the field of discipline of their certification.
4. Whether the student receives instructional support from paraprofessionals, and, if so, the qualifications of those individuals.

In addition, Title I schools will provide to the parent/guardians information on each child's achievement and academic growth, when available, on required State academic assessments; and timely notice when their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements for the grade level and subject area assigned.

RIGHTS OF PARENTS

Statutory Reference: EC 51101, 51101.1

BP/AR: 2010 Parents Right & Responsibilities

Parents and guardians are essential partners in their child's education. Except as provided by law, parents/guardians of students enrolled in public schools have the right—and should have meaningful opportunities—to be informed and to participate in their child's educational experience in the following ways:

1. Classroom Observation: To observe the classroom(s) where their child is enrolled, or to observe classrooms in schools they are considering for enrollment, within a reasonable time of requesting access.
2. Meetings With School Staff: To meet with their child's teacher(s) and the principal within a reasonable period after making a request.
3. Volunteering: To volunteer time and resources to improve school programs and facilities, including assisting in the classroom under teacher supervision. Primary instructional responsibility remains with the teacher.
4. Absence Notification: To be promptly notified when their child is absent from school without permission.
5. Assessment Results: To receive the results of their child's performance on standardized and statewide assessments, and to receive information about how the school performed on these assessments.
6. School Selection Requests: To request a specific school for their child and receive a response from Excelsior Charter Schools (though approval is not guaranteed).
7. Safe School Environment: To have their child learn in a safe, supportive, and respectful environment.
8. Access to Curriculum: To examine curriculum materials used in their child's classes.
9. Progress Information: To be informed of their child's academic progress and to know whom to contact if concerns arise.
10. Educational Records: To review their child's school records.

11. Academic Expectations: To receive information about the standards, proficiencies, and academic skills their child is expected to achieve.
12. School Policies: To be informed in advance about school rules, including discipline, attendance expectations, dress codes, and procedures for visiting the school.
13. Psychological Testing: To receive notice of any psychological testing involving their child and the right to refuse consent.
14. Participation in School Organizations: To participate on parent advisory committees, School site Councils, or site-based leadership teams, consistent with applicable rules. School site councils are encouraged to host biannual open forums for parent engagement.
15. Challenging Records: To challenge information in their child's records that they believe is inaccurate, misleading, or a violation of privacy, and to receive a response from the school.
16. Retention/Promotion Notification: To be notified early in the school year if their child is identified as at risk for retention and to consult with staff regarding retention or promotion decisions, including the right to appeal.

A parent/guardian's lack of English fluency does not limit their ability to exercise their rights or participate in their child's education. Excelsior will take all reasonable steps, consistent with *Education Code 48985*, to ensure that parents/guardians who speak a language other than English receive notices of their rights and opportunities both in English and in their home language. Excelsior cannot authorize parent/guardian participation in a manner that conflicts with a valid restraining order, protective order, or custody/visitation order issued by a court of competent jurisdiction.

SCHOOL ACCOUNTABILITY REPORT CARD

Statutory Reference*: *EC 35256, 35258

All California public schools must update and publish a School Accountability Report Card (SARC) by February 1 of each year. The purpose of the SARC is to provide parents/guardians and the public with meaningful information about each school's performance and progress toward its goals, enabling families to make informed comparisons and enrollment decisions. Each SARC includes data such as student demographics, school safety and climate information, academic performance and assessment results, graduation and school completion rates, class sizes, teacher and staff information, curriculum and instructional programs, college and career preparation indicators, and fiscal and expenditure information. Printed copies of the SARC are available upon request from the school principal. The SARC may also be accessed online at: www.excelsior.com or by contacting the school principal.

STUDENT WELLNESS POLICY

Statutory Reference: 42 USC 1758b; 7 CFR 210.31; EC 49432

BP/AR: 2017– Student Wellness Policy

School Wellness Policy & Wellness Committee Participation

Excelsior Charter Schools is committed to supporting student health, wellness, nutrition, physical activity, and overall well-being. In accordance with federal requirements, the

school maintains a Local School Wellness Policy designed to promote healthy lifestyles and support student success.

Parents, guardians, students, staff, and community members are encouraged to review the Wellness Policy and provide input regarding wellness initiatives, goals, and activities.

The Wellness Policy is available on the Excelsior Charter Schools website at:

https://www.excelsior.com/departments/student-services/nutrition/wellness

School Wellness Committee

Excelsior Charter Schools welcomes participation from parents, students, staff, and community members interested in supporting student wellness. The School Wellness Committee assists with reviewing wellness goals, evaluating implementation of the Wellness Policy, recommending updates, and providing feedback regarding nutrition, physical activity, health education, and school wellness initiatives.

The Wellness Committee may also review topics related to student nutrition, physical activity, social-emotional wellness, mental health awareness, school climate, and other initiatives that support the health and well-being of students.

Individuals interested in reviewing the Wellness Policy, providing feedback, receiving information regarding policy updates, or participating in the School Wellness Committee may contact the following department at:

Excelsior Charter Schools Student Services Department
15505 Civic Dr. Victorville CA, 92392
(760) 245-4262
studentservices@excelsior.com

Feedback and recommendations regarding student wellness are welcomed throughout the school year.

HEALTH AND WELLNESS

ACCESS TO STUDENT MENTAL HEALTH SERVICES

Statutory Reference: EC 48428(a)

BP/AR: 2017– Student Wellness Policy

A child's mental health is essential to healthy development, learning, and well-being. Mentally healthy children are better able to build positive relationships, succeed academically, and function effectively at home, in school, and in their communities. When mental health concerns are not identified and addressed early, children may face increased risks, including behavioral challenges, school disengagement or dropout, substance use, criminal behavior, and other harmful outcomes.

To support student well-being, Excelsior is committed to ensuring that students and parents or guardians receive information at least twice each year on how to initiate access to available school-based and community mental health services. This Annual Notice serves as one of those notifications. A second notification will be provided each school year by the following method: Student Services Newsletter and through ParentSquare.

Under California law, a minor who is 12 years of age or older may consent to outpatient mental health treatment or counseling services if the treating professional determines that the student is mature enough to participate meaningfully in the services. The provider must consult with the student to determine whether involvement of the parent/guardian is appropriate. Mental health service providers may bill Medi-Cal, as applicable.

Students and families at Excelsior Charter Schools have access to a variety of school-based and community mental health supports designed to promote student wellness, social-emotional well-being, and academic success.

At the school level, students may access support through school counselors, wellness services, and campus support staff. Counselors provide social-emotional support, crisis response, referrals to community resources, and assistance with academic, college, and career planning. Staff members are available to help connect students and families with appropriate mental health services when additional support is needed.

Excelsior Charter Schools also partners with Care Solace, a free care coordination service available to all students, families, and staff. Care Solace assists individuals in locating and connecting with mental health providers and treatment programs that best meet their needs. Services include assistance with finding in-person or virtual therapy, family counseling, outpatient treatment, residential treatment programs, hospitalization services, and substance abuse treatment resources. Care Solace representatives are available 24 hours a day, 7 days a week, in multiple languages, and can help families identify providers that accept private insurance, Medi-Cal, or offer sliding-scale payment options.

In addition to school-based supports, families have access to a variety of community mental health and wellness resources through the Excelsior Family Support webpage. These resources include county and community-based mental health services, youth wellness programs, family support services, food and basic needs assistance, and

referrals to organizations that provide free or low-cost behavioral health services. Excelsior Charter Schools also shares information regarding statewide mental health resources available to California youth and families, including crisis support services, prevention programs, and wellness resources.

Through these school, community, and statewide partnerships, Excelsior Charter Schools strives to ensure that all students and families have access to timely mental health supports and resources that promote overall well-being and student success.

ADMINISTRATION OF PRESCRIBED MEDICATION

Statutory Reference: EC 48980, 49423, 49423.1, 48940

BP/AR: 5003 Administration of Medications, Anti-Seizure Medications, Emergencies, & Head Lice

Students who are required to take prescribed medication during the regular school day may be assisted by the school nurse or other designated school personnel only when Excelsior Charter Schools receives written requests from both the parent/guardian and the physician/surgeon. The physician's written statement must include the name of the medication, the method of administration, the dosage, and the time(s) the medication is to be taken.

The parent/guardian must also complete the Administration of Medication request indicating that they desire Excelsior Charter Schools to assist the student in accordance with the physician's instructions.

A student may carry and self-administer prescription epinephrine delivery system or inhaled asthma medication at school when Excelsior Charter Schools receives:

1. A written statement from the licensed health care provider that includes the medication name, method, amount, and time schedule, and confirms that the student is able to self-administer the medication; and
2. A written statement from the parent/guardian consenting to self-administration, authorizing the school nurse or designated personnel to consult with the student's health care provider, and releasing Excelsior Charter Schools and its personnel from civil liability if the student experiences an adverse reaction related to self-administration.

For inhaled asthma medication, Excelsior Charter Schools will also accept a written statement from a physician/surgeon contracted with a prepaid health plan lawfully operating in Mexico and licensed as a health care service plan in California, provided the statement is written in English and Spanish and includes the physician's contact information.

A student may be subject to disciplinary action for misuse of an epinephrine delivery system or inhaled asthma medication.

All written requests and physician instructions for medication administration, whether the medication is administered by school personnel or self-administered, must be renewed annually or whenever the medication, dosage, frequency, or purpose of administration changes.

CONCUSSIONS AND HEAD INJURY IN ATHLETICS

Statutory Reference: EC 49475

BP/AR: 5027 Interscholastic Sports

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport and can look differently in each person. Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. If an athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences. There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day and shall not be permitted to return to the athletic activity until the athlete is evaluated by and receives written clearance to return to the athletic activity from a licensed health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider.

Signs observed by teammates, parents and coaches include:

- Looks dizzy
- Looks spaced out
- Confused about plays
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or awkwardly
- Answers questions slowly
- Slurred speech
- Shows a change in personality or way of acting
- Can't recall events before or after the injury
- Seizures or "has a fit"
- Any change in typical behavior or personality
- Passes out

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or throws up
- Feeling foggy or groggy
- Drowsiness
- Irritability
- More emotional
- Confused

- Neck pain
- Has trouble standing or walking
- Blurred, double, or fuzzy vision
- Bothered by light or noise
- Feeling sluggish or slowed down
- Change in sleep patterns
- Loss of memory
- "Don't feel right"
- Tired or low energy
- Sadness
- Nervousness or feeling on edge
- Concentration or memory problems
- Repeating the same question/ comment

Student-athletes and parents are required to review and sign a Concussion Information Sheet as part of their annual sports packet.

CONSENT TO PHYSICAL EXAM

Statutory Reference: EC 49480, 49451, 49452

BP/AR: 4023 Provision of Healthcare Services

Periodic health examinations help identify medical conditions that may affect a student's learning and development. These examinations may also assist in determining whether a student may qualify for services or accommodation under the Individuals with *Disabilities Education Act (IDEA) or Section 504*. Parents/guardians may file an annual written statement with the school principal withholding consent for their child to participate in physical examinations. Students exempted from examinations may still be excluded from school when a contagious or infectious disease is reasonably suspected.

IMMUNIZATIONS

Statutory Reference: 17 CCR 6040, 6055; EC 48216, 48980, 49403; HSC 120325, 120372

BP/AR: 2007 Immunizations and Insurance

To protect the health of all students and staff and to limit the spread of infectious diseases, California law requires that students be immunized against certain communicable diseases. Students may not be admitted to any public or private elementary or middle school, preschool, or childcare program, nor advanced into grade 7, unless they meet state immunization requirements. Parents/guardians may review the California Department of Public Health (CDPH) guide, Required Immunizations for School Entry, available on the CDPH website.

Students who attend programs without classroom-based instruction, such as a home-based private school or an independent study, are not required to meet immunization requirements. However, parents/guardians must still submit the student's immunization records to the school. Immunization requirements may not be used to deny a student access to special education services required by their IEP.

Exemptions based on personal beliefs are no longer accepted. Medical exemptions must be submitted only through the California Immunization Registry–Medical Exemption (CAIR-ME) system, using the standardized CDPH form. Parents/guardians

must first create an account and obtain a medical exemption request number before visiting their child's doctor. Accounts can be created at https://cair.cdph.ca.gov/exemptions/home.

If a currently enrolled student who was believed to be in compliance is later found not to meet the immunization requirements for admission, the parent/guardian will receive written notice requiring proof of immunization or a valid exemption within 10 school days. A student who is not fully immunized may be temporarily excluded from school if they are exposed to a specified communicable disease and do not have verified immunization for that disease.

Excelsior Charter Schools cooperates with state and local public health agencies to implement measures that prevent and control communicable diseases in school-aged children. Excelsior Charter Schools may utilize its personnel, property, or funds to facilitate immunization clinics and may permit licensed physicians or registered nurses to administer vaccines with the written consent of parents/guardians. When feasible, Excelsior Charter Schools may access the California Immunization Registry (CAIR) to track immunization records, identify missed opportunities, and support the completion of immunizations for students of all ages.

Information for Free or low-cost immunizations are available at https://dph.sbcounty.gov/programs/clinics/clinic-locations/

MEDICAL OR HOSPITAL SERVICES

Statutory Reference*: *EC 48980, 49471, 49472

School districts/LEAs are authorized to provide or make available medical and/or hospital service for students injured while participating in athletic activities under their jurisdiction. Excelsior does not provide or make available medical and/or hospital services for students injured while participating in athletic activities.

STUDENT INSURANCE FOR ATHLETIC TEAMS

Statutory Reference: EC 32221.5

BP/AR: 2007 Immunizations and Insurance

Under state law, school Districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement may be met by Excelsior Charter Schools offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. Information about these programs may be obtained by calling:

- Children's Health Insurance Program at 1-800-541-555 or visiting https://www.usa.gov
- Medi-Cal at 1-800-300-1506 or visiting https://www.coveredca.com/health/medi-cal/children/

Members of school athletic teams include members of any extramural athletic team, school bands, orchestras, cheerleaders and their assistants, pom and dance team,

team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event.

SCHOOL MEALS – CHILD NUTRITION AND NONDISCRIMINATION POLICIES

Statutory Reference: EC 48980, 49510, 49520, U.S. Department of Agriculture (USDA) Food and Nutrition (FNS) Instructions 113-1

BP/AR: 2017 Wellness Policy

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint-filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (*e.g.,* Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. USDA is an equal opportunity provider, employer, and lender.

TYPE I DIABETES

Statutory Reference*: *EC 49452.6

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.

- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

- It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.
- Researchers do not completely understand why some people develop type 1 diabetes, and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes.
- Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin

- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

References

- Centers for Disease Control and Prevention

- KidsHealth
- Mayo Clinic
- National Library of Medicine and National Institutes of Health's MedLine

TYPE 2 DIABETES

***Statutory Reference*: EC 49452.7**

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

- It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.
- Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:
- **Being overweight**. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes**. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity**. Being inactive further reduces the body's ability to respond to insulin.

- **Specific racial/ethnic groups**. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty**. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels
-

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods**. Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity**. Increase physical activity to at least 60 minutes every day.
- **Take medication**. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References

- American Diabetes Association Clinical Journal
- Helping Children with Diabetes Succeed: A Guide for School Personnel
- KidsHealth
- Mayo Clinic
- National Library of Medicine and National Institutes of Health's MedLine
- Centers for Disease Control and Prevention

VISION AND HEARING TESTS

Statutory Reference: EC 49451, 49452, 49454

Students shall have their vision tested by qualified personnel authorized by Excelsior Charter Schools in grades 8, new to California, and teacher referral. Students shall have their hearing tested by qualified personnel authorized by Excelsior Charter Schools in grades 8 and 10, new to California, and teacher referral. If you do not want your child to receive any or all of the screenings provided free of charge during the school year, please send a signed note to your student's school, addressed to the school Principal. Please include your student's grade and specific screening (hearing or vision) you do not want. A "DO NOT SCREEN" note from the parent/guardian is needed each school year.

RECORDS

ACCESS BY MILITARY RECRUITERS

Statutory Reference: 20 USC 7908

BP/AR: 2003 Educational Records and Student Information

Federal law requires Excelsior Charter Schools to provide military recruiters with secondary students' names, addresses, and telephone numbers upon request. Students or parents who do not wish to have this information released may opt out through the Annual Parent Data confirmation.

ACCESS TO STUDENT RECORDS

Statutory Reference: 34 CFR 99.7, 99.34; EC 234.7, 49063, 49069.7

BP/AR: 2003 Educational Records and Student Information, 2006 Immigration

Access includes inspection, review, requests for and receipt of copies, and oral communication of information from a student record. Each record contains an access log that identifies individuals or entities who have requested or received information, along with the legitimate educational interest that supports the request. The log is accessible only to the parent/guardian, a student age 16 or older or who has completed the 10th grade, the custodian of records, and authorized state or federal officials.

When a student turns 18 years of age, FERPA rights transfer from the parent to the student. However, parents may continue to access records if the student is claimed as a dependent for federal tax purposes. Noncustodial parents retain the same access rights unless restricted by court order.

School officials and employees with a legitimate educational interest may access student records without prior consent when necessary to fulfill professional responsibilities, including providing services to the student, reviewing or analyzing student data, or coordinating educational programs or interventions. "School officials" includes contractors, consultants, volunteers, and service providers performing Excelsior functions under Excelsior's direct control.

Upon request from officials of another school, district, or postsecondary institution in which a student seeks, intends to enroll, or is already enrolled, Excelsior may disclose educational records without parental consent for purposes related to the student's enrollment or transfer. A student's citizenship status, immigration status, place of birth, or any information indicating national origin will not be released without parental consent or a court order. To the extent practicable, staff will not disclose or provide in writing, verbally, or in any other manner, to an officer or employee of an agency conducting immigration enforcement the education records of or any information about a student or their family and household (*e.g.,* information about a student's home or travel schedule), unless staff receive written parent consent or are presented with a valid judicial warrant/subpoena or court.

Parents/guardians have the right to:

1. Inspect and review records maintained by the school.
2. Request amendment of records believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Consent to disclosure of personally identifiable information, except where law authorizes disclosure without consent. Parents may request copies of any records disclosed.
4. File a complaint with the U.S. Department of Education regarding alleged FERPA violations:

   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Ave. SW
   Washington, D.C. 20202-8520
   Email: FERPA.Complaints@ed.gov

A written request to inspect or obtain student records must be submitted to Dale Lee, Assistant Superintendent of Administrative Services who is the custodian of records for Excelsior. Records will be made available within five (5) business days of Excelsior's receipt of the request, during regular school hours. Qualified staff will be available to interpret records upon request.

CAL GRANT PROGRAM

Statutory Reference: EC 69432.9

BP: 2003– Educational Records & Student Information

A Cal Grant is a California financial aid award that does not require repayment. To qualify, students must meet eligibility, financial, and minimum grade point average (GPA) requirements. Cal Grants may be used at the University of California, California State University, California Community Colleges, and many independent, career, or technical colleges in California.

Students must submit the FAFSA or CA Dream Act Application by the annual deadline and meet all program requirements. To support access to financial aid, all 12th-grade students are automatically considered Cal Grant applicants, and each student's GPA is electronically submitted to the California Student Aid Commission (CSAC) by October 1 by the school.

Upon implementation of transcript-informed student accounts for grades 9–12 on the CaliforniaColleges.edu platform, any GPA data required for financial aid eligibility will be submitted through the California College Guidance Initiative. Notification explaining Cal Grant processes and the opportunity to opt out will be provided to all students and their parents or guardians by January 1 of the student's 11th-grade year.

A student, or the parent/guardian of a student under 18, may submit an opt-out form indicating that the student's GPA should not be electronically sent to CSAC. Only the parent/guardian may opt out for students before the age of 18. For students 18 and older, only the student may opt out and may opt back in if previously opted out by a parent.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE (CCGI)

Statutory Reference: EC 51229, 60900.5

BP: 2003– Educational Records & Student Information

The California College Guidance Initiative (CCGI) is a statewide effort to ensure that all California students—particularly those historically underrepresented in higher education—can transition smoothly from K–12 to college and career. CCGI manages CaliforniaColleges.edu, the state's official college and career planning platform, which is free to all students in grades 6–12 and their families. The platform provides tools to help students explore careers, plan coursework, and apply to California public colleges and universities.

To support these services, data for all students enrolled in grades 6–12 will:

1. Be shared with the CCGI.
2. Be used to provide students and families with direct access to online college and career planning tools and resources.
3. Enable students to electronically transmit information shared with the CCGI to:
    - Postsecondary educational institutions for admissions and academic placement; and
    - The California Student Aid Commission for determining financial aid eligibility and supporting uptake of available aid.

Through this integrated approach, CCGI strengthens college and career readiness across California and supports students in making informed, individualized decisions about their educational futures.

CHALLENGING A STUDENT RECORD

Statutory Reference: 34 CFR 99.7; EC 49063, 49066, 49070

BP/AR: 2003 Educational Records and Student Information

Following inspection and review of student records, a parent/guardian may challenge the content of the records and/or request that information be corrected or removed. A written challenge must be submitted to Camren Jones, Assistant Superintendent of Student Services, camrenj@excelsior.com and may allege that the information is:

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside the observer's competence
4. Not based on the personal observation of a named individual with the time and place noted
5. Misleading
6. A violation of the student's privacy or other rights

Within 30 calendar days of receiving the written challenge, the Superintendent or designee will meet with the parent/guardian and the certificated employee who recorded the information (if still employed by Excelsior Charter Schools) and will either sustain or deny the allegations.

- If the allegations are sustained, the Superintendent or designee will order the correction, removal, or destruction of the information.
- If the allegations are denied, the parent/guardian may appeal to the Governing Board within 30 calendar days. The Board will determine whether to sustain or deny the challenge.

If the Board denies the challenge, or if the parent/guardian chooses not to appeal a denial by the Superintendent, the parent/guardian has the right to submit a written statement of objections, which will become part of the student's record and will remain with the contested information until/if the information is removed. The Superintendent and/or the Board may appoint a hearing panel, pursuant to *Education Code sections 49070–49071*, to assist in the decision-making process.

If the challenge concerns a student's grade, the teacher who assigned the grade will be provided an opportunity to explain, orally and/or in writing, the basis for the grade. The teacher will be included in discussions related to any grade change whenever practicable. Under state law, a teacher's determination of a student's grade is final, except in cases of clerical or mechanical error, fraud, bad faith, or incompetence.

DIRECTORY INFORMATION

Statutory Reference: 20 USC 1232g; 34 CFR 99.37; EC 49063, 49073

BP/AR: 2003 Educational Records and Student Information

"Directory information" is student information that is generally not considered harmful or an invasion of privacy if released. It may include a student's name, address, telephone number, email address, date of birth, participation in activities and sports, dates of attendance, awards received, most recent school attended, and a student identifier that cannot be used to access educational records without a password. Directory information does not include Social Security numbers, citizenship or immigration status, place of birth, or other information indicating national origin.

Directory information is used for school publications such as yearbooks, honor rolls, performance programs, and athletic rosters. Directory information will not be released to private profit-making entities except employers, prospective employers, or news media representatives. For students identified as experiencing homelessness, directory information will not be released without written consent. However, it may be shared to provide free medical, dental, or vision services to students experiencing homelessness, as allowed by law. Parents/guardians may opt out of sharing student information for this purpose by contacting Camren Jones, Assistant Superintendent of Student Services at camrenj@excelsior.com.

Except where permitted by FERPA, California law, or the directory information rules above, Excelsior requires written consent before releasing personally identifiable student information and will not release information for immigration-enforcement purposes unless required by law.

Any data released without consent must be stripped of personally identifiable information so that a student cannot be identified.

DUPLICATION OF STUDENT RECORDS

Statutory Reference: EC 49063, 49065

Parents/guardians may receive copies of student records. Fees may be waived if the parent/guardian can demonstrate that they would prevent access to the records.

MAINTENANCE OF STUDENT RECORDS

Statutory Reference: 5 CCR 432, 437; EC 49063, 49076.7

BP/AR: 2003 Educational Records and Student Information

Excelsior maintains a cumulative record of each student's educational history. Student records include any information—written, digital, or otherwise—directly related to an identifiable student and kept for review. Active records and inactive records are stored digitally**.** State and federal law require Excelsior to keep certain mandatory permanent records indefinitely, including legal name, date/place of birth and verification, sex, enrollment dates, courses taken, grades/credits, immunization verification, graduation date or equivalent, and parent and student addresses with annual residency verification. Non-permanent records are reviewed annually and destroyed securely when no longer needed.

Excelsior does not collect Social Security numbers or citizenship/immigration information from students or their families unless required by law or to determine eligibility for a federal or state benefit program.

The Assistant Superintendent of Administrative Services, Dale Lee serves as the custodian of records for Excelsior Charter Schools, and each principal is the custodian for their school. Custodians ensure student privacy and allow access to records only by authorized individuals.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Statutory Reference: 20 USC 1232h; EC 51513

BP/AR: 2003 Educational Records and Student Information

The Protection of Pupil Rights Amendment (PPRA) gives parents the right to:

- Consent before their child participates in any survey partially or wholly funded by the U.S. Department of Education that asks about political beliefs, mental health, sexual behavior, illegal or demeaning behavior, family relationships, privileged relationships, religious beliefs, or income (unless required for program eligibility).
- Opt-out of any other survey covering these topics, regardless of funding, any non-emergency, invasive physical exam required for attendance (except screenings required or permitted by law), or any activity that collects or uses student information for marketing or selling data.
- Inspect, upon request, and before administration or use, surveys, data-collection instruments, and instructional materials that seek protected information created by a third-party, instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and instructional materials used as part of the curriculum.

These rights are transferred to students at age 18 or when they become emancipated. Excelsior notifies parents annually, before students participate in covered surveys or activities, and provides an opportunity for parents to review the materials and opt out. Excelsior will notify parents at the beginning of the school year if it has identified specific or approximate dates for activities or surveys at that time. For surveys and activities scheduled after the school year begins, parents will be provided with reasonable notification of the planned activities and surveys listed below and will be given the opportunity to opt their child out of such activities and surveys.

Parents/guardians who believe their rights were violated may submit a PPRA complaint to the U.S. Department of Education at PPRA.Complaints@ed.gov or mail it to the Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

STUDENT SAFETY

CHILD ABUSE PREVENTION AND REPORTING

Statutory Reference*: *EC 48987, PC 11164 et seq.

Excelsior is committed to protecting the safety and well-being of all students. Under California law, all Excelsior employees, including classified staff, certificated staff, athletic coaches, contractors, and volunteers, are mandated reporters. Mandated reporters must make a report to the appropriate law enforcement or child welfare agency whenever they have a reasonable suspicion that a child has been the victim of abuse or neglect. Reasonable suspicion means it is objectively reasonable for a person, based on facts and their training or experience, to suspect abuse or neglect. It does not require certainty or proof. Excelsior employees must not conduct their own investigation before making a report. The fact that a child is homeless or an unaccompanied minor is not, by itself, a sufficient basis for making a report.

All mandated reports must be made immediately by telephone, followed by a written report or in person with the appropriate agency. Reports may be filed with the local police or sheriff's department, county probation department, or the San Bernardino or Riverside County Department of Public and Social Services (DPSS). Both the reporter's identity and the content of the report are confidential and may be disclosed only to authorized agencies.

Parents/guardians may file a report if they suspect that a school employee or any adult at a school site has abused a child. Reports may be made directly to local law enforcement. Parents/guardians may also notify Excelsior Charter Schools by contacting Human Resources at:

Jessica Swierstra, Human Resources Coordinator
15505 Civic Dr. Victorville CA, 92392
(760) 245-4262
jessicas@excelsior.com

Child abuse does not include reasonable and necessary force used by school employees or individuals engaged in school activities when used to stop a disturbance that threatens physical injury or property damage, act in self-defense, confiscate weapons or dangerous objects from a student, or maintain order, protect property, safeguard student safety, or uphold conditions conducive to learning.

DANGERS OF SYNTHETIC DRUGS

Statutory Reference: EC 48985.5

BP/AR: 2013 Smoking, Tobacco, Alcohol & Other Drugs

Synthetic drugs, including fentanyl, pose a serious and growing danger to youth. Fentanyl is a highly potent opioid—up to 50 times stronger than heroin—and even tiny amounts can cause a fatal overdose, especially when used without a prescription or medical supervision. Because illicit synthetic drugs are often produced illegally, users have no way of knowing their strength, purity, or contents.

Fentanyl is increasingly found in counterfeit pills made to look like real medications (such as oxycodone, Xanax, or Adderall). Pills obtained from friends, acquaintances, social media, video game platforms, or online marketplaces may contain lethal amounts of fentanyl, even from a single use. For more information, visit the California Department of Public Health: https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

Students will not be prohibited from carrying fentanyl test strips or a federally approved over-the-counter opioid antagonist (such as naloxone/Narcan) while at school or participating in school activities. These items may be used in an emergency when a person is experiencing, or is believed to be experiencing, an opioid overdose. Students must follow all Excelsior safety rules and state laws regarding appropriate possession and use.

Because of the widespread presence of fentanyl in the illicit drug supply, the safest way to prevent an overdose is to avoid any drug that is not prescribed by a licensed health care professional.

EMPLOYEE INTERACTIONS WITH STUDENTS

Statutory Reference: EC 44050

Employees, independent contractors, and volunteers of Excelsior Charter Schools are expected to uphold the highest ethical standards, demonstrate professional behavior, comply with all Excelsior Charter Schools policies and regulations, and follow all state and federal laws. All adults working with students must exercise sound judgment and always maintain appropriate professional boundaries, both within and outside the educational setting.

To ensure student safety and maintain a positive school climate, employees must refrain from engaging in unlawful, inappropriate, or boundary-blurring behaviors that compromise the trust inherent in the adult–student relationship. Employees are prohibited from engaging in any conduct that violates law, Board policy, or administrative regulation, including but not limited to:

- Giving gifts to an individual student of a personal and intimate nature.
- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Sexual jokes or jokes and/or comments with sexual double-entendre.
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling sexually oriented stories.
- Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Remarks about the physical attributes or physiological development of anyone.
- Excessive attention toward a particular student.
- Sending e-mails, text messages, Facebook responses, or letters to students if the content is not about school activities.

- Being alone in a room with a student at school and with the door closed.
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues.
- Using profanity with or to a student.
- Being "friends" with a student on any personal or non-School social media website.
- Allowing students in your home without signed parent permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult.
- Giving students a ride to/from school or school activities without parent permission

All reports of employee misconduct will be promptly investigated, and necessary interventions will be taken to protect student safety and ensure the integrity of the investigation. Any employee found to have engaged in inappropriate conduct or violated Excelsior Charter Schools policy or retaliates against a person who reports the violation or participates in the complaint process, is subject to disciplinary action. Certificated employees may also be reported to the Commission on Teacher Credentialing when required.

MEGAN'S LAW/SEX OFFENDERS

Statutory Reference: PC 290.45, 290.46

Excelsior will follow the direction or advice of local law enforcement regarding the presence of a registered sex offender on campus, as law enforcement is best positioned to assess safety risks necessary precautions.

Parents/guardians seeking information about registered sex offenders in the community may contact local law enforcement or visit the Megan's Law website maintained by the California Department of Justice at http://meganslaw.ca.gov/. The website includes information on community safety, sex offender facts, frequently asked questions, and registration requirements in California.

NONDISCRIMINATION IN PROGRAMS AND ACTIVITIES

Statutory Reference: 5 CCR 4900 et seq.; EC 200 et seq.

BP/AR: 2015 Title IX Non-Discrimination & Sexual Harassment

Excelsior is committed to providing equal opportunity for all individuals in its programs and activities. Excelsior programs, activities, and practices shall be free from unlawful discrimination, including discrimination based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliation, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information;
a perception that a person has one or more of these characteristics; association with an individual or group with one or more of these actual or perceived characteristics. Transgender students shall be permitted to participate in gender-segregated school

programs and activities (*e.g.,* athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

All individuals shall be treated equitably when accessing and receiving services from Excelsior and its schools. Lack of English language skills shall not be a barrier to admission or participation. When 15% or more of a school's students speak the same primary language other than English, all notices, reports, statements, or records sent to parents/guardians will be translated into that language. Parents or guardians may respond in English or in their primary language. Excelsior programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources. Excelsior programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Excelsior programs and facilities shall comply with the Americans with Disabilities Act (ADA) and related regulations. The Superintendent or designee shall ensure that Excelsior web and mobile applications comply with technical standards prescribed by law, and that Excelsior provides appropriate auxiliary aids and services to ensure individuals with disabilities have equal opportunity to participate in or benefit from Excelsior services, programs, or activities. Examples include qualified interpreters or readers, assistive listening devices, assistive technologies (such as website accessibility features), notetakers, and written materials in accessible formats (*e.g.,* large print, Braille). Individuals requiring accommodation should notify Camren Jones, Assistant Superintendent of Student Services at camrenj@excelsior.com as early as possible, preferably in advance of a school-sponsored function, program, or meeting. Excelsior's Uniform Complaint Procedures will be utilized to investigate and resolve all allegations of unlawful discrimination in Excelsior's programs and activities.

PESTICIDE PRODUCTS

Statutory Reference: EC 17611.5, 17612, 48980.3

Excelsior Charter School is committed to using integrated pest management (IPM) practices and pesticides that pose the least possible hazard to people, property, and the environment. Pesticides are used only when necessary and only after monitoring indicates treatment is warranted. A copy of the school's Integrated Pest Management Plan is available for review at: https://www.excelsior.com/parent-student-resources/parent-notifications

Licensed Pest Control Company Applications: Ranger Pro (Glyphosate), Esplanade (Indaziflam), Tracker Dye, Talstar P Professional (bifenthrin), Onslaught FastCap Spider & Scorpion (Esfenvalerate), Suspend Polyzone (Deltamethrin), Maxforce Complete Insect Granules Bait (Hydramethylnon), Dominant Liquid Ant Bait (Sodium Tetraborate Decahydrate), ZP Rodent Bait (Zinc Phosphide), Gentrol Complete (Lambda-cyhalothrin & Hydropene).

Additional information about these pesticides and integrated pest management is available from the California Department of Pesticide Regulation at https://www.cdpr.ca.gov/docs/schoolipm/.

When a non-emergency pesticide application is scheduled, warning signs will be posted at each treatment area at least 24 hours before the application and will remain in place

for 72 hours after the application is completed. In emergency situations requiring immediate treatment to protect the health and safety of students, staff, or others, advance posting may not be possible; however, warning signs will be posted as soon as practicable and will remain in place for 72 hours.

Parents and guardians may register with the school to receive advance notification of pesticide applications. Registered parents/guardians will receive notice at least 72 hours before a pesticide application (except in emergencies).

REPORTING THREATS

Statutory Reference: EC, 49390(e), 49393

State law requires that school employees who interact with students in grades 6-12 take immediate action to report any threat or perceived threat of a homicidal act that they are alerted to or observe to local law enforcement. A threat or perceived threat refers to any action, statement, or writing by a student that creates a reasonable suspicion they are preparing to carry out a homicidal act connected to a school or school-related activity. This may include, but is not limited to:

- Possession or depiction of firearms, ammunition, or weapons;
- Drawings, writings, or social media posts depicting shootings, targets, or acts of violence;
- Any form of expression that suggests intent to inflict physical harm, destruction, or death;
- Verbal or written warnings made by the student or communicated by another student, parent, or individual.

SAFE STORAGE OF FIREARMS

Statutory Reference: EC 48986, 49392

To help prevent accidents and injuries involving children, California has implemented laws that require parents/guardians to safely store firearms so that children do not have access. Many incidents of students bringing firearms to school occur when a child gains access to a firearm at home, situations that are preventable through secure storage practices. Families should review this notice and ensure their practices comply with California law.

With very limited exceptions, California law makes it a crime for any person to store or leave a firearm, loaded or unloaded, on premises under their control when the person knows or reasonably should know a child is likely to gain access to the firearm without parental permission, and the child does gain access, and the child thereby (1) causes the death or injury of the child or another person; (2) carries the firearm to any public place, including any preschool or K–12 school or school-sponsored activity; or (3) unlawfully brandishing the firearm. A parent/guardian may receive additional criminal penalties if someone dies or suffers great bodily injury. The parent/guardian may also be held civilly liable for damages resulting from the child discharging the firearm.

California law also makes it a crime to negligently store or leave a firearm where a child is likely to access it, even if the child never actually gains access, unless reasonable

steps have been taken to secure the firearm. A gun owner found criminally liable under these California laws faces a 10-year prohibition on possessing, owning, or purchasing firearms for individuals convicted under these laws.

The safest and most effective way to comply with the law is to store all firearms unloaded, in a locked container or secured with a locking device that renders them inoperable, with ammunition stored separately from the firearm. Secure storage devices, such as gun safes, cable locks, and trigger locks, significantly reduce the risk of unauthorized access. Many local law enforcement agencies provide free or low-cost gun locks.

SCHOOL BUS SAFETY

Statutory Reference: 39831.5

Prior to departing on any school trip requiring bus transportation, all students will receive safety instruction that includes, at a minimum, the location of emergency exits, the location and proper use of emergency equipment, and the responsibilities of students seated next to an emergency exit.

TECHNOLOGY

ELECTRONIC PRODUCTS OR SERVICES THAT DISSEMINATE ADVERTISING

Excelsior may enter into contracts for electronic products or services that include the display or dissemination of advertising to students. If such products or services are used in the classroom or other learning environments, Excelsior will provide written notice to parents/guardians.

INTERNET SAFETY

BP 5020 Student Internet

Inappropriate use of the Internet and social media continues to be a growing concern nationwide. Schools are seeing increased incidents of negative online behavior, including inappropriate posts, harmful messaging, and cyberbullying. The anonymity of online platforms can encourage students to say or do things they would not do in person, and some students hesitate to report cyberbullying for fear their Internet access will be restricted.

There have also been cases of online predators posing as youth to gain access to student chat rooms or social networking sites. Students who share personal information, such as photos, addresses, or schedules, may unintentionally place themselves at risk.

Excelsior uses Internet filters and monitoring tools on all Excelsior computers to block access to content that is obscene, harmful to minors, or otherwise inappropriate. Rules and procedures are in place to prevent unsafe or unauthorized online activity. Excelsior remains committed to providing a safe online environment at school, and parent involvement is essential to ensuring student safety at home.

Parents/guardians are encouraged to actively monitor their child's online presence, discuss safe Internet practices, and be aware that anything posted online can be publicly viewed. Most social media platforms now include clear cyberbullying reporting procedures and tools within their terms of service. Parents/guardians are also encouraged to set expectations and guidelines for safe Internet use at home. Many cell phone and Internet service providers offer parental controls that can limit access, set usage times, and monitor activity; parents/guardians should contact their providers directly to learn about these options. Helpful resources include:

- Common Sense Media: https://www.commonsensemedia.org
- Safehouseproject.org: Parental Guide to Online Safety
- National Center for Missing & Exploited Children: https://www.netsmartz.org
- Be Internet Awesome with Google: Digital Safety Resources - Be Internet Awesome
- Net Cetera (FTC): https://www.consumer.ftc.gov/features/feature-0002-parents
- Web Wise Kids: http://www.webwisekids.org

USE OF DISTRICT TECHNOLOGY

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Excelsior Charter Schools ("Excelsior") provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, Excelsior believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

Excelsior has developed and adopted this Policy to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of Excelsior. This Policy sets forth student responsibilities and duties when accessing and using the Internet through Excelsior equipment and resource networks and when using email accounts maintained by Excelsior.

Excelsior has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Excelsior equipment and resource networks. Excelsior stresses that an inappropriate use does not always mean that the use is "bad" or illegal, but only that the use does not further the educational goals and purposes of Excelsior.

Technology Protection Measures

In addition to the policies below, Excelsior will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, or—with respect to use by minors—harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse, and using a spam filter. Excelsior filters all internet traffic where inappropriate content is blocked by a firewall or software system which monitors individual student user accounts and activity. Internet traffic is monitored for inappropriate content as well as for illegal activities such as hacking and information theft.

Filter Exceptions

The technology protection measure may be disabled or minimized by an authorized administrator only for bona fide research or other lawful purposes by adults, or in limited educational circumstances for minors with documented approval from the Principal or Superintendent (or designee). All exceptions shall be logged with the date, user, reason, and duration of the exception.

Education on Internet Safety and Appropriate Online Behavior

In addition to providing physical measures to protect student internet usage, Excelsior also provides education through regularly held assemblies and workshops regarding

internet safety and cyberbullying. Internet safety regarding appropriate behavior on social networking sites, chat rooms, and other internet services is incorporated into mandatory assemblies held each year. Students are reminded that their use of Excelsior equipment and resource networks reflects upon Excelsior, and students should guide their activities accordingly. Age-appropriate instruction on digital citizenship, online safety, and cyberbullying awareness and response is provided in alignment with recognized standards.

Monitoring and Student Privacy

All internet traffic on school-managed devices and accounts is monitored, including through third-party services such as Lightspeed Alert and Lightspeed Filter. Monitoring occurs for safety, security, and compliance purposes, including during off-hours (midnight–6am) when safety flags are triggered. Excelsior staff may monitor student access by turning screens so they are visible. Excelsior also reserves the right to access stored computer records to ensure compliance with this Policy. Student is made aware that any communication over Excelsior-owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- Routine system maintenance.
- General inspection or monitoring, with or without notice to Student, if there is suspicion of inappropriate use.
- Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

Definitions

For purposes of this Policy, the following terms shall have the meanings set forth in the Children's Internet Protection Act (CIPA) and applicable FCC regulations: "minor," "obscene," "child pornography," "harmful to minors," and "technology protection measure." An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of Excelsior policy.

Student Responsibilities

1. Use Limited to an Educational Purpose

   The student acknowledges that access to the Internet via Excelsior equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The student recognizes that they have a duty to use Excelsior equipment and resource networks only in a manner specified in this Policy.

   a. Educational Purpose
      "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, Excelsior-

approved personal research activities, or other purposes as defined by Excelsior from time to time.

b. Inappropriate Use
An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Excelsior policies.

2. Plagiarism

Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, student will acknowledge the source through quotation or any academically accepted form of notation. For further information, please see “plagiarism/cheating” section of this handbook.

3. Copyright

Student agrees that student will not use Excelsior equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by Excelsior and the owner of the copyrighted material.

4. Communication and Online Safety

Student agrees that student will use Excelsior equipment or resource networks or Excelsior email accounts in the following manner:

c. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
d. Student will not at any time use speech that is inappropriate for an educational setting. Examples of speech that are inappropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
e. Student will not make threats against others.
f. Student will not reveal personal information about others.
g. Student will not use email to send chain letters or “spam” email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
h. Student will not place illegal information on the Internet, nor will Student use the Internet in any way that violates federal, state, or local law.
i. All communications will be polite and respectful of others.
j. Student will not give out to any other Internet user or post on the Internet his or her password, name, address, or telephone number unless expressly authorized by Excelsior in writing.

Protection of Personal Identification Information

In accordance with CIPA and applicable state privacy laws, Student shall not post, share, transmit, or disclose photographs, videos, names, addresses, phone numbers, student identification numbers, or any other personally identifiable information (PII) of themselves or other minors without express written authorization from Excelsior and, where appropriate, parental or guardian consent. This includes refraining from sharing such information in public forums, social media, or with unknown individuals online.

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the student's parent or guardian may be granted access to the student's email files.

5. Illegal, Dangerous Activities and Hacking

   Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Students shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to Excelsior, other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking, downloading hacking tools such as port scanners, password crackers, explicit tools, etc., or use tools or systems to evade restrictions on what programs, sites, resources, etc. a Student can run on Excelsior's equipment.

6. Obscene Materials

   Students acknowledge that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Students further agree that students will not access any Internet site which requires the student to state that student is eighteen years of age or older as a condition of accessing the site.

7. Commercial Activities

   Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Excelsior in writing.

8. Information About Others

   Student agrees that student will not make any statement or post any communication on the Internet about another person that they know or suspects to be untrue.

9. Violation of Policy

   The student acknowledges that violation of this Policy may result in a loss of Internet access and email privileges. If Student violates this Policy, or in any other way uses Excelsior equipment in a manner that is not consistent with educational uses, the student will be promptly notified that student has violated the Policy. The student will be given the opportunity to explain why Excelsior should deem the activity in question a use consistent with the educational purposes stated in this Policy. If Excelsior deems that the use is inconsistent with the educational purposes stated in this Policy, Excelsior may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, Excelsior reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that student may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to the Internet or supervised access to the Internet and email. Excelsior will contact the proper legal authorities if Excelsior concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

10. Training and Education

    In addition to providing physical measures to protect student internet usage, Excelsior also provides education through regularly held assemblies and workshops regarding internet safety and cyberbullying. Internet safety regarding appropriate behavior on social networking sites, chat rooms and other internet services is incorporated into mandatory assemblies held each year. Students are reminded that their use of Excelsior equipment and resource networks reflect upon Excelsior, and Students should guide their activities accordingly.

USE OF MOBILE COMMUNICATION DEVICES

BP 5006 Cell Phone Policy – Mobile Device Communication

Smartphones and other mobile devices can support learning but may also disrupt instruction and contribute to safety, privacy, and well-being concerns. To protect the learning environment, Excelsior requires mobile communication devices must be turned off, secured, and stowed away during instructional time, or throughout the school day if directed by the school administration, except in the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician or surgeon determines that possession or use is necessary for the student's health and well-being.
- When possession or use is required by the student's individualized education program (IEP) or Section 504 plan.

Student cell phones, smart watches, or other mobile communication devices should be turned silent and stowed away properly in their backpacks during instructional time. Students may use cell phones and other mobile communication devices before and after school and during lunch breaks.

The use of electronic devices is discouraged during passing periods and restroom breaks.

Mobile devices can be used during instructional time when granted permission by a teacher, during an emergency, or required by an IEP or physician. The use of cell phones for educational purposes will be based on teacher discretion. The teacher will communicate their expectations in class and on their classroom syllabus.

Devices may not be used in ways that violate the privacy rights of others. Unauthorized use may result in confiscation, a lawful search of the device if warranted, and disciplinary action. Students may also be disciplined for off-campus device use that threatens safety or substantially disrupts school activities. Excelsior is not responsible for loss, theft, or damage to personal mobile devices brought to school or school-sponsored events.