Policy 1015: Student Code of Conduct Policy

Status: ADOPTED

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The proposed University Charter School approach to fostering excellent school wide behavior is rooted in its core values: Compassion, Integrity and Perseverance.

The primary objective of the rigorous Student Code of Conduct is to create a safe and supportive learning environment to ensure academic success. School safety will be held to the highest regard at UCS. The proposed discipline policy includes a list and definition of the offenses and behaviors for which students can be disciplined. These offenses will be categorized according to the severity of the offense and consequences and corrective strategies will be delineated accordingly. Punishable offenses range in severity from classroom disruption to criminal misconduct. Corrective strategies and consequences for such offenses also range in severity from a simple redirection or verbal warning to out of school suspension, un-enrollment or expulsion. The proposed policy includes an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings, as well as procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations.

All members of the school community should always remember that they must work together to create a positive learning experience in which all of its students can have meaningful learning experiences and R3EACH their full potential. This can only be accomplished in schools where the environment is free from distraction caused by disruptive behavior. Creating such an environment requires the cooperation of the parents/guardians, students, Board of Directors, and all employees of University Charter School. It is important that each person connected with UCS understands the importance of a consistent set of behavior standards in order that a positive environment can be established and maintained. As students progress at UCS, it is reasonable to assume that an increase in age and maturity will result in the students assuming greater responsibility for their actions. It is recognized that differences in age and maturity require different types of disciplinary action; however, the procedures identified shall apply to all students in grades PK - 12. For effective instruction to occur, there must be a cooperative relationship among student, parent, and educator. School Leaders, Teachers, and Coaches will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting.

Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. All School Leaders, Teachers, and Coaches will be trained to support and implement a school- wide positive discipline model, which will be outlined in the Student Handbook and Athletic Handbook. School Leaders, Teachers, Coaches and students will work together to make University Charter School both an enjoyable and safe learning environment. The collaborative relationship is described below:

Parents/Guardians Should

- maintain regular communication with classroom teachers and school leadership concerning their child's progress and conduct;
- ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to the school;
- reasonably provide their child with the resources needed to complete class work;
- bring to the attention of school leadership any problem or condition which affects their child or other children of the school;
- discuss progress reports, class assignments, report cards, etc.;
- maintain up-to-date home, work and emergency telephone numbers at the school, including doctor, hospital preferences, and emergency health care form;
- attend scheduled parent/teacher conferences.

Students Should

- attend all classes daily and be punctual in attendance;
- be prepared and attend class with appropriate working materials;
- be respectful of all individuals and property;
- refrain from profane or inflammatory statements;
- conduct themselves in a safe and responsible manner;
- be clean, neat, and appropriately dressed in school uniform;
- be responsible for their own work;
- abide by the rules and regulations of the school and each classroom teacher;

University Charter School Should

- encourage the use of good guidance procedures;
- maintain an atmosphere conducive to good behavior;
- exhibit an attitude of respect for students;
- plan a flexible curriculum to meet the needs of students;
- promote effective training or discipline based upon fair and equitable treatment of all students;
- develop a good working relationship among staff and with students;
- encourage the school staff, parents/guardians, and students to use the services of community agencies;
- promote regular parental communication with the school;
- encourage parent participation in affairs of the school;
- seek to involve students and parents in the development of policy;
- endeavor to involve the entire community in the improvement of the quality of life within the community;
- notify parents, if possible, when students are absent;
- bring to the attention of parents any problem or condition which exists with their children.

DISCIPLINE
Basic Principles Guiding the Discipline Procedures at University Charter School

A. *Right to a High-Quality Education*

All students have a right to a high-quality education. As such, school disciplinary measures should not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safe and supportive learning environment at UCS.

B. *Goal of Discipline*

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful.

Successful school discipline is guided by the following concepts:

- Effective and engaging instruction and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- School staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re- engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

C. *Reasonable Consequences*

University Charter School will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. The vast majority of minor disciplinary issues should be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age- appropriate, and should match the severity of the student's misbehavior.

D. *Use of Out-of-School Suspensions, Unenrollments, Expulsions and Referrals to Alternative Schools Should be Minimized*

The use of measures such as out-of-school suspensions, unenrollments, expulsions, and referrals to alternative schools (if available) that exclude students from school should be minimized. These punitive measures have resulted in the loss of valuable instructional time and should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses or for habitual offenders.

E. *Role of Law Enforcement*

University Charter School seeks to avoid the unnecessary penalization of our students; as such, police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the UCS's internal disciplinary procedures. Additionally, school resource officers and/or law enforcement personnel working on school grounds should exercise their authority to arrest in a manner that is consistent with the goals and requirements of this Policy.

F. *Non-Discrimination*

School staff responsible for implementing this Policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.

G. *Due Process and Communication*

Care will be given to afford due process to all students. To ensure correct results in disciplinary proceedings, there should be utmost respect for: parents'/guardians' right to be immediately notified when their child faces disciplinary action; A student shall have the right of the following due process procedures:

1. The student shall be given oral or written notice of the violation brought against him/her
2. The evidence against the students shall be explained to him/her
3. The student shall be given the opportunity to present his/her own version of the facts concerning the policy violation incident in question.
4. If a student has committed an offense that could result in expulsion, unenrollment, referral to alternative school (longer than 15 days), or long term suspension (11-49 days), a student shall receive a hearing in front of the Disciplinary Review Committee that includes the right to be represented by counsel, the opportunity for cross-examination of witnesses and a written record of the decision.

H. *Staff Training*

University Charter School shall make an annual allocation of professional development time to offer professional development and training in classroom management, conflict resolution, and non-punitive approaches to discipline in order to ensure that the disciplinary program is effective and that relevant policies and procedures are equitably applied.

I. *Individual Classroom Rules*

Individual classrooms may adopt their own classroom rules as long as they are consistent with this Policy. Any such rules will be made available to students and their parents/guardians in a manner consistent with this Policy.

J. *Distribution of Policy*
University Charter School shall distribute a copy of this Policy to all students and their parents/guardians as a part of their Student Handbook, in a language they can understand. It shall also be posted on the school's web site and in an easily visible place within the school.

K. *Discipline Responsibility*
In most cases the appropriate teachers within the classroom setting and coaches within the extracurricular setting will manage discipline immediately and effectively. In some situations, either due to the seriousness or repetitive nature of the offense, intervention by the Principal of the school is warranted. In any action requiring long term suspension, unenrollment or expulsion a disciplinary review committee of 3-5 members will be formed to hear the case and make a recommendation to the Head of School. The Head of School will make the final decision.

L. *Extracurricular Activities*
During extracurricular activities, the Coach, Principal, Head of School, or Athletic Director reserve the right to deny athletic or extracurricular participation to any student whose inappropriate actions or conduct are not specifically covered in this handbook or individual team rules.

M. Corporal Punishment
University Charter School does not condone corporal punishment.

Tiered Discipline Response System

A. Disciplinary Violations and Interventions
- Level 1, Classroom/General

Level 1 violations will be handled by the classroom Teacher or Coach responsible for student supervision until the point at which the behavior is repetitive and mandates administrative intervention. Such violations may consist of defiance, disrespect, disruptive classroom behavior, lying to school personnel, excessive dress code violations (3+), profanity and inappropriate language, public display of affection, repeatedly disruptive, rough housing, skipping class, tardy to class (3+ per class - grades 7-12 only), excessive school tardiness (5+ per semester - grades 7-12 only), excessive checkouts (10+ per semester - grades 7-12 only), unauthorized use of technology, unauthorized use of school equipment, and any other minor offense. Any school personnel may bring these situations to the attention of the Administration, staff or teachers.

For Level 1 Violations, UCS staff follows a Classroom Management Plan. This plan is designed to provide accountability for student behaviors, while promoting a student-focused, restorative approach to changing behavior. The UCS Classroom Management Plan includes a response system designed to hold students accountable, provide resources for the teacher and student(s), and include the parents/guardians in the disciplinary process. Appropriate restorative interventions include classroom teacher restorative practices combined with parent notification / conferences for initial offenses. Level 1 violation interventions may include temporary removal from the learning environment, loss of privileges, subscribed character education, parent-teacher conferences, referral to the Discipline Review Committee, assigned In-School-Suspension, depending on the nature and number of offenses, referral to the Principal for suspensions, and referral to the HOS for long-term suspensions or unenrollment depending on severity and habitualness of level 1 offenses. For repetitive violations, students may face increased accountability and more stringent consequences. A clear procedure for using the tiered matrix of offenses and consequences will be provided to parents and students in the Student Handbook.

Appropriate Classroom Teacher Interventions include but are not limited to teacher/student conferences, reminders and redirection, reinforcement of expectation and skills, written apology, reflective essay or activity, independent study, role play, parent/guardian outreach, student-led parent/teacher conference, in class reflection time, seat change, self-charting behaviors, mini-course/training, mentoring program, peer mediation, functional behavior assessment, modification of IEP (if applicable), daily behavioral tracking, temporary removal from class to supervised reflection time, and loss of privileges.

- Level 2, Violations and Interventions

  More serious level 2 violations include but are not limited to things such as academic dishonesty, bullying/cyberbullying, Chronic/Severe Defiance (insubordination), destruction of UCS property, harassment, inappropriate use of technology, physical aggression (including instigating), false activation of the fire alarm, theft, gambling, threats (verbal/non-verbal), trespassing, and other more serious violations.

  For Level 2 Violations, there is a tiered response system designed to hold students accountable. Appropriate administrative interventions include in-school suspension, out-of-school suspension, long term suspensions, unenrollment, and/or expulsion depending on the severity and habitualness of the level 2 offense. For each consecutive violation, there is a more stringent consequence. Level 2 violations that are egregious in nature, and/or present credible and significant physical harm or threat to others, or result in criminal or monetary damages may result in school administration elevating a level 2 offense to a level 3, which can warrant more severe consequences. A clear procedure for using the tiered matrix of offenses and consequences will be provided to parents and students in the Student Handbook.

- Level 3 Violations and Interventions

  Level 3 violations include but are not limited to things such as alcohol (possession, use, sale)*, fighting, tobacco or electronic smoking device (use or possession)*, voluntary sexual conduct, and other significant violations. Violations for alcohol or tobacco/electronic smoking devices shall carry double the penalty, and count as two offenses in the tier system.

  For level 3 violations, there is a 3 tiered response system designed to hold students accountable. Appropriate administrative interventions include, but may not be limited to, in-school suspension, out-of-school suspension, long term suspensions, unenrollment, and/or expulsion depending on the severity and habitualness of the level 3 offense. For each consecutive violation, there is a more stringent consequence. Level 3 violations that are egregious in nature, and/or present credible and significant physical harm or threat to others, or result in criminal or monetary damages may result in school administration elevating a level 3 offense to a level 4, which can warrant more severe consequences.A clear procedure for using the tiered matrix of offenses and consequences will be provided to parents and students in the Student Handbook.

  *These offenses will be weighted as two offenses

- Level 4, Violations and Interventions

  Level 4 Major violations are those that are serious enough to require consideration for long-term suspension, unenrollment, or expulsion. These violations will be immediately reported to the Principal. They include: acts of hate, bomb threats, arson, burglary/breaking and entry, possession, use or sale of a controlled substance, sexual harassment or assault, possession or discharge of a weapon, participating in or inciting acts of violence, firearm or explosives. Any of these violations will result in a review by the disciplinary review committee that could result in a recommendation to the Head of School for long-term suspension, unenrollment, or expulsion. The committee may also recommend substance abuse treatment services, arrest or referral of law enforcement as necessary.

B. *Student Cell Phones and Wireless Communication Devices during the school day*

In an effort to provide the most focused and intentional learning atmosphere possible, University Charter School maintains a "Bell 2 Bell, No Cell" policy for grades 4-12. Students who are found in violation of the approved policy, 6032 - Student Cell Phones and Wireless Communication Device Usage, will be subject to the tiered disciplinary actions below.

- Violation 1: Device confiscated and must be claimed in the front office by the student's parent or guardian.
- Violation 2: Device confiscated and shall be held by school administration for 24 hours. The student's parent or guardian will be required to meet with administration for an in person conference and the device will be returned.
- Violation 3: Device confiscated, held for 24 hours by school administration, and must be claimed by a parent or guardian. Student is assigned in-school suspension for a period of 5 days, including loss of extracurricular, athletic, or other privileges. Suspension shall be documented in the aforementioned discipline tiers.
- Violation 4: Device confiscated, held for 24 hours by school administration, and must be claimed by a parent or guardian. Student is assigned out-of-school suspension for a period of 4 days, including loss of extracurricular, athletic, or other privileges. Suspension shall be documented in the aforementioned discipline tiers.

C. *Behavior Off of School Property and Outside the School Day*
Students enrolled in University Charter School are subject to the policies, rules, and regulations of the University Charter School and its Board of Education. This authority applies to all school-sponsored activities including but not necessarily limited to

- regular school activities;
- transportation on school sponsored/provided transportation;
- field trips;
- athletic functions;
- activities during which appropriate school personnel have supervisory responsibility for students.

D. *Assignment of Work Detail or Detention*

Work detail and detention are two available consequences of a level 1 violation and are to be served by the student as assigned by the administration, per policy. Work Detail and detention may require the student to report to school outside of regular school hours. Duties are assigned appropriately by the work detail or detention faculty advisor.

E. *Use of In-School Suspension*

In-school suspension is a consequence of level 1 and level 2 violations in the tiered system and is to be served by the student as assigned by the principal or assistant principal. In-school suspension is assigned during regular school hours and supervised by a UCS faculty member. Students are able to complete classroom assignments while serving In-School Suspension. Assignments completed during In-School Suspension would be treated just as any assignment completed in the students regularly scheduled classroom.

F. *Use of Out-of-School Suspensions*

Out-of-school suspensions of 2-10 days are to be used when appropriate as designated by the Principal using the tiered system. At the discretion of the Principal, a suspension can be longer as needed. A suspension shall not exceed 10 school days per semester for non-special education students and 10 days per year for special

education students. In an effort to afford every student a free and appropriate education, students whose actions merit Out-of-school suspensions shall be permitted to complete make-up work that was assigned in their regularly scheduled class time. There shall be a systematic approach to assigning and grading make-up work, designated by the student's grade level.

ELEMENTARY (GRADES K-5)

Students in grades K-5 will have 2 days from the last day of the suspension to turn in assignments to their teachers. Assignments that are not completed and turned in within the prescribed 48 hour time frame shall be subject to a reduced grade, at the discretion of the teacher. The parent/guardian shall be responsible for arranging necessary make-up work. Major examinations will be allowed to be made up, without penalty or reduction in credit.

MIDDLE SCHOOL AND HIGH SCHOOL (GRADES 6-12)

Students in grades 6-12 will have 2 days from the last day of the suspension to turn in assignments to their teachers for credit. Assignments that are not completed within that period may result in a zero credit grade being assigned.

G. *Extension of Out-of-School Suspensions*

For Level Two or Three behaviors in which an out-of-school suspension has been issued, the suspension may be extended beyond 10 days only if the student's presence in school threatens the safety of students or staff and/or there has been a recommendation to expel the student. If, after investigation, the Principal decides that a penalty more severe than any within the Principal's own authority is warranted, the Principal will initiate the disciplinary review committee to hear the case and make a recommendation to the Head of School. The Head of School will make the final decision. The Principal must initiate the discipline review committee for long-term suspension or expulsion within five (5) school days after learning of the misconduct. Suspensions of eleven (11) days or longer must be approved by the Head of School.

A student with disabilities recognized by Section 504 of the 1973 Rehabilitation Act, 20 USC 701 et seq of the Individuals with Disabilities Education Act (IDEA), 20 USC 1400 et seq has a right to all procedures established in the law and accompanying federal and state regulations. If the student is identified as a child with disabilities either under IDEA or Section 504, a determination must be made whether the child's conduct is violating the policy related to the disability. The student's record and master file record will reflect the disability and document the determination as to whether the violation is associated with the disability. If the violation of the policy is due to the disability recognized by the IDEA or Section 504, IDEA procedures for changes in placement must be followed prior to initiation of any suspensions greater than ten (10) days.

H. *Unenrollment*

UCS reserves the right to unenroll a student who commits violations of the Student Code of Conduct that carry the consequence of unenrollment. Students who are recommended to the Head of School for unenrollment by the disciplinary review committee are unenrolled from UCS and are not eligible to return during the current school year in which they are enrolled AND for a probationary period of one school year following. If an unenrolled student wishes to return to UCS after the probationary period, they will be required to reapply for enrollment through the UCS student enrollment lottery. A recommendation of Unenrollment to the Head of School is at the discretion of the Disciplinary Review Committee. Unenrollment is recommended as the result of habitual Level 1 and Level 2 Violations resulting in students not meeting the Code of Conduct expectations at UCS. Typically, these students don't meet the criteria for expulsion.

I. *Use of Expulsions and Referrals to Alternative Schools (if option is available)*

Expulsion refers to the permanent exclusion of a child from public school. The expulsion from one district may be honored by all other school districts in the state. In any action expulsion a disciplinary review committee of 3-5 members will be formed to hear the case and make a recommendation to the Head of School. The Head of

School will make the final decision.

Upon recommendation of the Disciplinary Review Committee, a student may be expelled for a violation of this Code of Conduct if the Head of School determines the student's behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees, and that there is no appropriate alternative educational program. Additionally, any student who is a registered sex offender may be expelled. The Head of School's decision to expel such a student shall be based on clear and convincing evidence, and the behavior shall be considered a clear threat to the safety of students or employees

Students with disabilities who are receiving special education services other than gifted may not be expelled from school for any misbehavior that has a direct and significant relationship to that student's area of disability. If the IEP Committee determines that the behavior in question does not have a direct and significant relationship to the student's areas of disability, the public education agency may expel the student; however, a complete cessation of education service is not permissible.

J. *Arrests and Referrals to Law Enforcement*

All Level Three Violations and other serious violations at the discretion of the Principal and Head of School may result in arrests or referrals to law enforcement, such action should only be used as a last resort and incidents should be resolved without the involvement of law enforcement whenever possible. School officials should use their discretion before notifying the School Resource Office and/or local law enforcement, and should consider the following factors:

- Whether the misconduct was particularly egregious;
- Whether the student persists in misconduct after being told to cease such behavior, and continues to endanger themselves and the safety of others;
- The age of the student engaging in misconduct; and
- Whether the student's misconduct is specifically intended to cause, or irresponsibly causes, physical harm to themselves, others or endangers the safety of others.

K. *Students with Disabilities*

Students with disabilities may be suspended, in accordance with Federal legislation, for inappropriate behavior. The Principal may suspend a student with disabilities for short-term suspension; suspension from school may not be for more than a total of ten days in a school year. The Principal may recommend a student with disabilities for long- term suspension or expulsion (greater than 10 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.
- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the IEP Committee who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

L. *Procedures for Suspensions and Work Detail Assignments*

Before a student is suspended or assigned work detail he or she has the right to an informal conference with the principal or counselor, respectively. At the conference, the student must:

- Be allowed to call a parent/guardian, and have the parent/guardian attend the conference if they are able to within a reasonable amount of time;
- Be informed of the allegations and evidence against him or her;
- Have an opportunity to respond to the allegations, verbally or in writing, and present his or her version of events;
- Be informed of the right not to submit a written statement, if a written statement is requested; and
- Have an opportunity to present evidence in his or her defense, including the right to have witnesses

interviewed by the principal or designee.

If, after the informal conference, the principal or counselor decides to issue a suspension or work detail assignment, the school must make a reasonable attempt to contact the parent/guardian at once by phone. The school must also provide a written notice of suspension or work detail assignment in a language that the parent/guardian can understand. Both the oral and written notices must:

- Inform the parent/guardian that the student has been suspended or assigned work detail;
- Include the grounds for the suspension, the period of the suspension, or details of the work detail assignment and offer to schedule a time and place for the parent/guardian to meet with the principal or Counselor to review the suspension or work detail assignment prior to or concurrent with reinstatement; and
- State that make-up work will be provided during the period of suspension
- State that a student has the right to appeal the suspension or work detail assignment and how to do so.

If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as possible. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

While suspended, students shall be provided reasonable opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments while on suspension or within a reasonable time following the completion of the suspension.

M. Procedures for Unenrollment, Expulsion, and Referrals to Alternative Schools (if option is available)

When a student is recommended by the Principal for unenrollment, expulsion or referral to an alternative school (if option is available) to the Disciplinary Review Committee, at the time of making such a recommendation, the Principal must give the student and the student's parent/guardian written notice of the recommendation in a language that they can understand. The notice must contain:

- A statement of the reasons for the recommended action;
- A statement that a Discipline Review Committee hearing will be held within ten days after the date of the notice; and
- A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.
- Parents shall have an opportunity to review the evidence no less than five days prior to hearing.
- An electronic or written record of the hearing is provided to the student, upon request; and
- A written decision is issued within five school days of the hearing; that contains:
- The provision of the Code of Student Conduct or state law that the student is accused of violating;
- A statement detailing the information that will be included in the student's official record; and
- A statement detailing how the student can appeal the decision pursuant to the Code of Student Conduct and Ala. Code §12-15-115 which is an appeal to the juvenile court.

There shall be no unenrollment, expulsion or referral to alternative school (if option is available) without a hearing of the Discipline Review Committee at which evidence may be presented on the student's behalf by the parent and/or an attorney or advocate of the parent/guardian's choice. The student, parent/guardian, or representative must be allowed to question individuals presenting information. The Principal must also notify the student and his or her parent/guardian of their right to appeal the final decision of the Head of School to the Grievance Committee of UCS Board of Directors within three (3) calendar days of the receipt of the final notice. The notice must be in a language that the parent/guardian can understand.

N. *Right to Appeal Disciplinary Action (In School Discipline and Out of School Suspensions)*

Students and Parents have the right to appeal disciplinary action taken by UCS. See policy 2031_Disciplinary Appeals Policy for guidance.

O. *Right to Appeal Expulsions and Referrals to Alternative Schools (if option is available)*

A student expelled by the Head of School may be appealed by providing written notice to the Grievance Committee of the Board by submitting written notice to the Human Resources Manager within three (3) calendar days of the disciplinary action. The written notice must state the reason for the appeal and propose a resolution. A hearing will then be scheduled with the Grievance Committee. The decision of the Grievance Committee will be final and cannot be appealed further.

Descriptions of Specific Violations

A. *Acts of Violence*

Fighting is not allowed at University Charter School. Threatening to cause physical harm detracts from the educational setting and places students in fear and is also not tolerated. These actions are considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher or adult will carry a severe penalty.

B. *Weapons and Dangerous Objects*

Possession or use of a weapon, firearm, or explosive or an object used as a weapon will not be tolerated. Possession of a weapon will result in disciplinary action – out of school suspension or expulsion.

C. *Tobacco, Drugs, and Alcohol*

University Charter School is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Possession of these substances with the intent to distribute or sell will result in expulsion.

D. *Damage to Property*

Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property.

E. *Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity*

These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy.

F. *Defiance*

Willful disobedience is the intentional defiance of Teachers. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on field trips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be

maintained.

G. *Sexual Harassment*

Prohibited sexual harassment includes, but is not limited to; unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct that are prohibited and may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations or propositions;
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;
- Graphic verbal comments about an individual's body, or overly personal conversation;
- Sexual jokes, stories, drawings, pictures or gestures;
- Spreading sexual rumors;
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
- Touching an individual's body or clothes in a sexual way;
- Purposefully limiting a student's access to educational tools;
- Cornering or blocking of normal movements;
- Displaying sexually suggestive objects in the educational environment; and
- Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

H. *Act of Hate*

Causing, threatening, or attempting to cause or participate in an act of hate can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.

I. *Other Harassment*

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated.

J. *Bullying*

The University Charter School Board of Directors, school leadership, teachers, staff, students, and families recognize we all have a responsibility to promote and maintain a healthy, safe, orderly, and caring learning environment. This atmosphere must be free from bullying, and is inclusive of all students and employees.

The University Charter School Bullying Policy includes, but is not limited to, the following activities: bullying based on an individual's race, color, sex, religion, creed, ethnicity, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, physical characteristics, marital status, or disability. It is possible for bullying to occur at various levels: between fellow students or co-workers, between supervisors and subordinates, between employees and students, or imposed by non-employees, including visitors, on employees, and/or students.

The University Charter School Board of Directors prohibits acts of bullying. Like other disruptive or violent behaviors, bullying, harassment, or discrimination is conduct that impedes both a student's ability to learn and a school's ability to educate its students in a safe and orderly environment.

This policy will apply, including but not limited to, the following circumstances:

- While at school or on school grounds before, during, and after school hours.
- While being transported to or attending any school activity.
- During any and all school functions, extracurricular, co-curricular, or other school activity or event.

- During any time or place when the behavior has a direct and immediate impact on maintaining order and discipline at school.

Definitions:

- Bullying: unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
- Bullying often includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- Imbalance of Power: individuals who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: bullying behaviors happen more than once or have the potential to happen more than once.
- Intentional: the purposeful or deliberate act or behavior.
- Hostile environment means the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes bullying, threat of assault, or assault.
- Violence means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
- Threat means a statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress, or interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.
- Intimidation means an unjustified threat or other action that is intended to cause fear or apprehension in a student.
- Student as used in this policy means a person who is enrolled in public school system.

Types of Bullying:

- Verbal bullying: saying or writing mean things. Verbal bullying includes but is not limited to: teasing, name-calling, insults, inappropriate sexual comments, taunting, and/or threatening to cause harm.
- Social or relational bullying: involves hurting someone's reputation or relationships.
- Social bullying includes but is not limited to: leaving someone out on purpose, telling other students not to be friends with someone, spreading rumors or lies about someone, and/or embarrassing someone in public purposefully.
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes but is not limited to: hitting/kicking/pinching, spitting, tripping or pushing, taking or breaking someone's things, and/or making mean or rude hand gestures.
- Social Media/Cyber Bullying: Cyber bullying is bullying that takes place using electronic technology. Cyber bullying can include but is not limited to mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Board of Education policies may authorize suspensions for conduct not occurring on educational property, but only if student's conduct otherwise violates the School's Code of Student Conduct and the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Description of Behavior Expected of Students:

Students are expected to treat other students with courtesy, respect, and dignity and comply with the Code of Student Conduct. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting bullying, violence, or intimidation; (2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student, and (3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy.

Responses/Consequences:

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep students safe. They include but are not limited to: Immediate intervention to stop the immediate behaviors, separate the kids involved, make sure everyone is safe, meet any immediate medical or mental health needs, stay calm, reassure the students involved, including bystanders, and model respectful behaviors during the intervention. Consequences for students violating the Bullying policy will depend on the severity of the behavior and be determined by the appropriate Principal. Parents and students should carefully review the University Charter School Student Code of Conduct Policy.

Reporting, Investigation, and Complaint Resolution Procedures:

a. Complaints alleging violations of this policy may be made on a Board-approved complaint form available in the handbook, on the website, or at the school's office. The complaint 5 must be delivered to the principal or the principal's designee either by mail or personal delivery. Incidental or minor violations of the policy may be presented and resolved informally.

   The complaint form developed to report violations of this policy will include a provision for reporting a threat of suicide by a student. If a threat of suicide is reported, the principal or the principal's designee is authorized to inform the student's parent or guardian of the report unless at the discretion of the school principal or the principal's designee the apparent cause of the threat of suicide is child abuse or other significant harm from a parent or guardian.

b. Upon receipt of the complaint, the principal or the principal's designee will determine if the complaint alleges a serious violation of this policy. If the principal or the principal's designee determines that the complaint alleges a serious violation, the principal or the principal's designee will undertake a reasonably prompt investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions may be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violations(s) may also be imposed by the principal or the school system.

c. Acts of reprisal or retaliation against any student who has reported a violation of this policy or sought relief provided by this policy are prohibited, and are themselves a violation of this policy. Any confirmed acts of reprisal or retaliation may be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials under the Code of Student Conduct. A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy may be subject to disciplinary sanctions as outlined in the Code of Student Conduct.

University Charter School

INNOVATORS. LEADERS. TRAILBLAZERS.

Student Handbook 2026-2027

OUR MISSION

University Charter School empowers rural students through place-based learning that cultivates character, service, and pathways for personal and professional success.

OUR VISION

The vision of UCS is to be the model for rural education built on excellence, character and community partnerships.

OUR CORE VALUES

Core Values are a group of shared beliefs that support every aspect of the educational experience at UCS.
Compassion – Integrity – Perseverance – Excellence

UCS Executive Leadership

Dr. JJ Wedgworth – Superintendent/Chief Executive Officer
Dr. Matt Johnson – Assistant Superintendent/Chief Innovation Officer
Ginger Lusty – Chief Financial Officer
Tracy Bryan – Strategic Partnerships Officer/CTE Director

UCS School Leadership

Meghan Dunn – PK-3 Principal
Brandon Broach – Grades 4-12 Principal
Libba Reed – Assistant Principal for Instruction
Crystal Ruffin – Director of Student Success
Lisa McHugh – Special Education Director & 504 Coordinator
Sam Mosley – Athletic Director

UCS Contact Information

University Charter School
UCS Lyon Campus
PreK - 3rd Grade
UWA's Lyon Hall
108 North Street
Livingston, AL 35470

University Charter School
UCS Smith Campus
4th - 12th Grade
134 University Drive
Livingston, AL 35470

Mailing Address:
PO Box 1053
Livingston, AL 35470

Phone:
Lyon Hall: 205-652-3848
Smith Campus: 205-754-3440

Email:
ucsinfo@universitycharterschool.org

Website:
www.universitycharterschool.org

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ACADEMIC HONOR CODE
Students who submit assignments that have been plagiarized, copied, misrepresented as their own work, or perform any act of dishonesty on academic work (including cheating) will receive a grade of "0" for the assignment and the teacher will notify a parent. If students are involved in school-related extracurricular organizations (such as clubs or sports teams), additional consequences as outlined by sponsoring staff members may be applicable.

AFTER SCHOOL/EXTENDED DAY PROGRAM
UCS partners with YMCA to offer after school care for all enrolled students on Mondays, Tuesdays, Thursdays, and Fridays from dismissal to 6:00, and on Wednesdays from dismissal to 6:00. More information about tuition, activities, and curriculum within this program can be obtained from YMCA Director, Jamie Fritch (jfritch@ymcatusc.org) . UCS Strategic Partnerships Officer , Tracy Bryan (tbryan@universitycharterschool.org) is the UCS liaison for YMCA after school care. .

ARTIFICIAL INTELLIGENCE (AI) USE IN SCHOOL – *Refer to Policy 6116*
UCS acknowledges the presence of artificial intelligence (AI) as a growing presence in the technological landscape. Just like with other technologies, responsible and appropriate use of AI is expected by its users. UCS has purchased access to safe and appropriate AI tools (such as Brisk AI) to teach students how to leverage this growing technology successfully. The use of open AI software may be blocked due to safety concerns and/or due to the design of the technology that can negatively impact the student's educational experience. Students who use AI in unacceptable ways that violate expectations regarding academic honesty and/or the acceptable use of the internet and other technologies are subject to appropriate disciplinary actions. Please see **Policy 6116** for full details regarding the overall acceptable use of AI.

ATHLETIC OPPORTUNITIES
For the 2025-2026 school year, all UCS students have the ability to participate in the following athletic opportunities as indicated below. Mr. Sam Mosley (smosley@universitycharterschool.org) is UCS's Athletic Director.

- FALL: Football, Volleyball, Girls Cross Country, Girls Cheerleading
- WINTER: Girls and Boys Basketball, Girls Pep Squad
- SPRING: Softball, Baseball, Girls and Boys Tennis, Girls and Boys Golf

ATTENDANCE – *Refer to Policy 3005 for Attendance, Policy 3006 for Release Time for Religious Instruction, Policy 3008 for Student Extended Leave and Policy 3030 for Blazer By Distance Attendance*
It is the belief of University Charter School that regular school attendance is important to all students and to UCS. One of the most important things a parent or guardian can do for their child is to ensure that they are in school and on time every day. Attendance in school is key to their learning, success in school, and ultimately success in life. University Charter School students are expected to attend school daily. Learning opportunities are missed when students are absent from school, and cannot be replaced through make up work. In accordance with State policy, absences from school will be excused for the following reasons:

- Illness/injury
- Medical or Dental appointments
- Legal Quarantine
- Death of an immediate family member (parents, grandparents, siblings)
- Emergency conditions as determined by the principal including inclement weather which would be dangerous to the life and health of the child
- Court or Administrative Proceedings
- Religious Observance / Religious Instruction *(see UCS Policy 3006)*
- Pre-approved Educational Opportunity
- Other Administrative Approval-requires prior permission of the principal upon request of the parent or guardian

UCS will make every effort to promote regular attendance to students and solicit assistance from parents and guardians in accomplishing this objective. An absence is defined as non-attendance in a regularly scheduled class or activity regardless of reason for such non-attendance.

Unexcused Absences

Absences that do not fall under one of the "excused absence" categories are deemed unexcused. Absences will be deemed unexcused if the student fails to secure prior approval from the principal for administrative approved absences or out of town educational trips. Also, once a student has accumulated ten (10) parent excuse notes, all further absences will be deemed unexcused if the student fails to provide a medical/clinical excuse from a physician as documentation.

Excused Absences

An excused absence is a student's absence from school for a reason recognized as valid under school policy and state law. To be considered excused, the absence must fall within one of the approved categories listed in this policy and should be documented appropriately within three (3) days of the student's return. Documentation must be provided to the homeroom teacher or the front office. Notes must include dates absent, reason for absence and parent/guardian signature. A physician must certify all health related absences of three (3) or more consecutive days in duration.

Excessive Absenteeism

Excessive Absenteeism is a barrier to student success and will not be tolerated at UCS. UCS will make every effort to identify students with chronic attendance issues, and will work with families to create plans to address those issues.

- 5 Total Absences Per Year: Written Notification (via letter or email) will be provided by the school to the parent/guardian indicating a concerning number of absences once the student reaches the 5 th total absence (excused and unexcused) in an effort to correct the absence behavior and consequences of continued absences.

- 10 Total Absences Per Year: At the 10th total absence (excused and unexcused combined), the student is subject to loss of credit, if applicable, and the parent/guardian will be required to attend UCS Attendance Conference to discuss the critical absence behavior and methods for remediating the behavior.

- 15 Total Absences Per Year: At the 15 th total absence (excused and unexcused combined), the parent/guardian will be required to meet with the Principal and Head of School to discuss the absence behavior, consequences and methods for remediating the behavior. Also, students with 15 total absences are subject to retention (unable to proceed to the next grade level) and subject to failure of the grade level or course.

- 18 Unexcused Absences Per Year: UCS reserves the right to unenroll a student who reached 18 unexcused absences per year. Students who are unenrolled from UCS are not eligible to return during the current school year in which they are enrolled or for a probationary period of one school year following. If an unenrolled student wishes to return to UCS after the probationary period, they will be required to reapply for enrollment through the UCS student enrollment lottery.

UCS will implement the stated attendance interventions according to the thresholds below:

Absence Threshold	UCS Intervention
5 total (excused and unexcused) per year	Written Communication
10 total (excused and unexcused) per semester* or year	Attendance Conference and Subject to Loss of Credit
15 total (excused and unexcused) per year	Attendance Meeting & Subject to Retention and/or Loss of Credit
18 unexcused	Unenrollment/Withdrawal from School

*per-semester count only applies to students taking high school credit bearing courses.

Attendance Conference:

The Attendance Conference is a required meeting between the parent, guardian, or person responsible for the student and school officials (such as the principal, attendance officer, or their designee) that is scheduled after a student accumulates 10 total absences (excused and unexcused) in a school year. The purpose of the conference is to discuss the student's attendance record, explain Alabama's compulsory attendance requirements, review potential consequences of continued unexcused absences, and work together to develop a plan to improve the student's regular school attendance. Attendance at this conference is mandatory unless prior arrangements have been approved or an emergency prevents attendance.

Attendance Meeting:

An Attendance Meeting is a required meeting between the parent, guardian, or person responsible for the student and school and district administrators (Principal and Head of School or their designee) when a student accumulates 15 total absences (excused and unexcused combined) in a school year. The purpose of this meeting is to review the student's overall attendance, identify barriers to regular attendance, and develop or adjust a support plan to improve the student's school attendance going forward. Attendance at this meeting is mandatory.

School Related Activities

The following school related activities will not be counted as absences from either class or school:

- University Charter School curricular activities
- University Charter School students who are rostered and competing in sanctioned AHSAA athletic competitions and games.
- Post Season AHSAA Contests that meet the criteria below, and students provide verified proof of attendance (ticket stub, digital copy of entry ticket), submitted to attendance@universitycharterschool.org.
    - Baseball, Softball, Volleyball, and Basketball Area or State Tournament Games
    - Tennis, Golf and Crosscountry Sectional Meets, or State Finals
- University Charter School curricular field trips
- Administration-approved extra-curricular activities requiring early dismissal from school
- Students in grades 9-12 may be excused for 2 college visits per year. Visits must be pre-approved by an administrator and properly documented.
- Administrator approved and documented work-based learning activities (e.g. job shadowing events, industry tours, job interviews, or career fairs).

Students will complete assignments missed for these reasons.

Tardiness and Check-Outs

Being late to school or checking out of school is excused or unexcused for the same reasons as absences.

- Illness/injury
- Medical or Dental appointments
- Legal Quarantine
- Death of an immediate family member (parents, grandparents, siblings)
- Emergency conditions as determined by the principal including inclement weather which would be dangerous to the life and health of the child
- Court or Administrative Proceedings
- Religious Observance / Religious Instruction *(see Policy 3006)*
- Pre-approved Educational Opportunity
- Other Administrative Approval - requires prior permission of the principal upon request of the parent or guardian

A student is considered tardy if he/she is not in class when the tardy bell rings and/or the time as indicated on the class schedule list has been reached. Students are expected to arrive at school on time and must report to the office for an "admit to class" pass if tardy. Habitual tardiness greatly affects a child's progress in school. Leaving early due to illness or to go to medical appointments will be excused. Students who exhibit excessive unexcused tardiness (5 or more per semester) and/or excessive unexcused check-outs (10 or more per semester) will receive appropriate disciplinary actions according to UCS Policy 1015, Student Code of Conduct.

UCS will implement the stated interventions according to the thresholds below:

Tardy/Early Checkout Threshold	UCS Intervention
5 unexcused tardies or early checkouts per year	Written Communication (via letter or email) notifying parent and reiterating policy
10 total unexcused per year	Contact from Administrator and/or Discipline Interventions
15 total unexcused per year	Meeting with Administrator and/or Discipline Interventions
>15 unexcused per year	Meeting with Head of School and/or discipline interventions, including possible retention/loss of credit

Partial Attendance

Students must be in attendance for at least one half of the day in order to be counted present for the day. One half day is equivalent to 218 minutes or 158 minutes (early release days). Guidance of appropriate half-day check out times are outlined in the student handbook and determined by school start/end times. Late arrivals must be present 218 minutes of the school day to be counted as present. Exemption status for Secondary exams is determined on a per class attendance record and is outlined in the student handbook.

Make-up Work for Absences

Students are responsible for, and are permitted to make up all work missed during absences. Each individual teacher will determine when work will be made up. The student is responsible for finding out which assignments were missed and completing them within the specified time period. Students are expected to complete all assignments, even when they are absent due to illness, personal reasons, field trips, or school-sponsored activities. To ensure fairness and consistency, the following guidelines apply: Students are granted three (3) school days from the date of their return to complete and submit any missed work. Students should not be academically penalized within this 3 day window. It is the student's responsibility to communicate with teachers, obtain missed work, and schedule any required make-up assessments. Teachers will provide reasonable support, reminders, and guidance but will not be responsible for tracking down students regarding incomplete make-up work.

If the work is not completed and submitted within the three-day window, the assignment(s) will be recorded as a zero (0) in the gradebook.The teacher may then enact their late work policy if needed.

The designated teacher or administrator may determine that extenuating circumstances support an extension of time. The student is responsible for finding out which assignments, quizzes, or exams were missed and completing them within the specified time period.

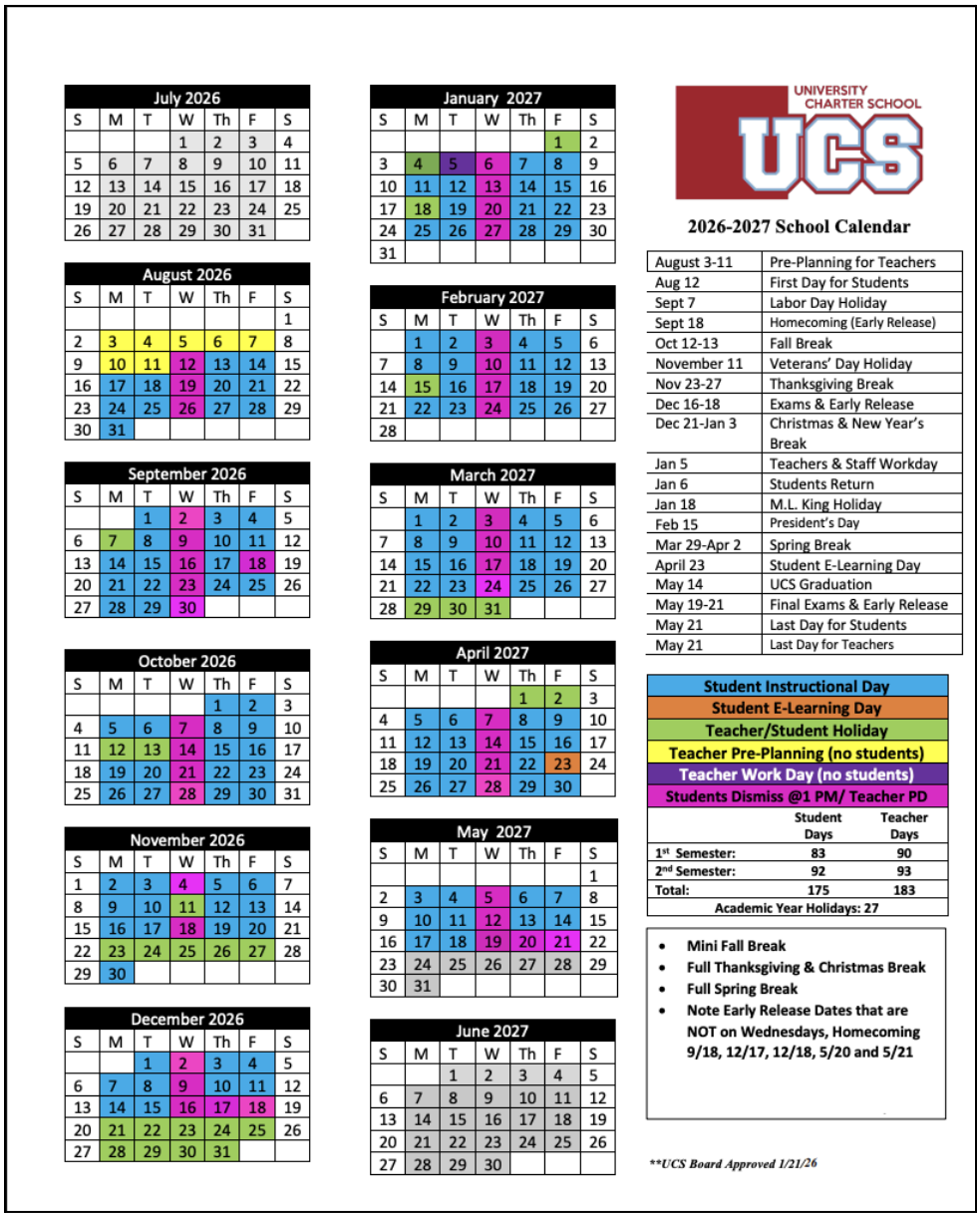
The Importance of Attendance

Not only is healthy, routine attendance to school important for student learning, but it is also important for school accountability. Like all other public schools in Alabama, UCS receives a yearly report card score on a 0-100 scale.

Attendance counts as a considerable percentage of this yearly score, with every student who has accumulated 18 or more absences negatively impacting this score. Please ensure that your child is present every day so that he/she can succeed, but also so UCS' report card reflects positively on the many great things going on at UCS!

CALENDAR

Below is the approved academic calendar for UCS for 2026-2027 . This can also be found on the school website.



July 2026

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August 2026

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30	31					

September 2026

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27	28	29	30			

October 2026

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November 2026

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29	30					

December 2026

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27	28	29	30	31		

January 2027

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31						

February 2027

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28						

March 2027

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April 2027

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May 2027

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23	24	25	26	27	28	29
30	31					

June 2027

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20	21	22	23	24	25	26
27	28	29	30			

UNIVERSITY CHARTER SCHOOL

UCS

2026-2027 School Calendar

August 3-11	Pre-Planning for Teachers
Aug 12	First Day for Students
Sept 7	Labor Day Holiday
Sept 18	Homecoming (Early Release)
Oct 12-13	Fall Break
November 11	Veterans' Day Holiday
Nov 23-27	Thanksgiving Break
Dec 16-18	Exams & Early Release
Dec 21-Jan 3	Christmas & New Year's Break
Jan 5	Teachers & Staff Workday
Jan 6	Students Return
Jan 18	M.L. King Holiday
Feb 15	President's Day
Mar 29-Apr 2	Spring Break
April 23	Student E-Learning Day
May 14	UCS Graduation
May 19-21	Final Exams & Early Release
May 21	Last Day for Students
May 21	Last Day for Teachers

Student Instructional Day
Student E-Learning Day
Teacher/Student Holiday
Teacher Pre-Planning (no students)
Teacher Work Day (no students)
Students Dismiss @1 PM/ Teacher PD

	Student Days	Teacher Days
1st Semester:	83	90
2nd Semester:	92	93
Total:	175	183

Academic Year Holidays: 27

- Mini Fall Break
- Full Thanksgiving & Christmas Break
- Full Spring Break
- Note Early Release Dates that are NOT on Wednesdays, Homecoming 9/18, 12/17, 12/18, 5/20 and 5/21

***UCS Board Approved 1/21/26*

CANCELLATION OF SCHOOL -- Refer to UCS Policy 3015 for Inclement Weather.

School will be canceled due to dangerous weather conditions, equipment failure, or when mandated by appropriate governmental agencies. News on school closings will be shared through the various social media and informational platforms of UCS which include the Blackboard Mass Communications, UCS website, UCS App, email, text messaging, and social media.

CAR RIDERS ARRIVAL AND DISMISSAL PROCEDURES

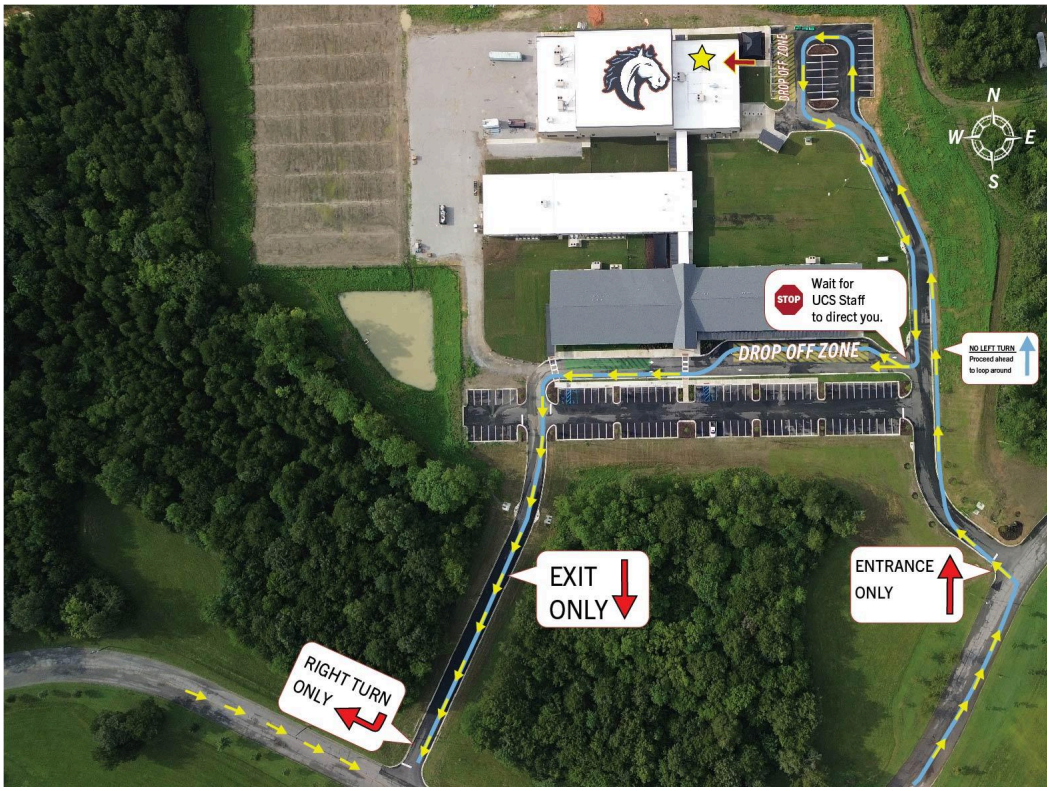
Due to our commitment to safety, all drivers (parents and students) should adhere to the directives given by UCS faculty and staff.

Arrival Procedures - Smith Campus (4th-12th Grades)

- Students are not allowed to arrive at school prior to 7:25 AM. School begins officially at 7:55AM.
- All students should be dropped off at the cafeteria entrance in the rear parking lot.
- Students will report to the cafeteria for breakfast or directly to their homeroom teacher's classroom beginning at 7:35 AM.
- **Students that arrive after school begins at 7:55 are considered tardy and must enter through the main entrance.**
- Students will receive a tardy slip at the front desk until 8:10 AM. After 8:10 AM, the student will need to be checked-in or out by a parent in the front office.
- Due to the number of students arriving to school by individual cars, parents are highly encouraged to routinely drop students off without escorting them into the building. This will help with safety and timely traffic flow for all patrons.
- Special needs students that require assistance may be dropped off at the front of the building after routing through the back parking lot. (Assisted Drop off Zone indicated in green in the map below.)

Carline Drop off Map and Procedures:

- Enter from the EAST entrance to the campus (closest to Hwy 11)
- Follow the traffic pattern to the back and around the loop
- Release students in the drop off zone at the cafeteria entrance
- Continue around the loop and exit campus via the EAST entrance



Student Driver Arrival Procedures and Parking Map

- Student drivers enter through the WEST entrance (closest to Tartt Field)
- Student drivers must park in 1 of 2 student parking zones
- Students must enter through the main entrance and proceed to the cafeteria (before 7:35AM) or directly to the classroom (7:35AM-7:55AM)

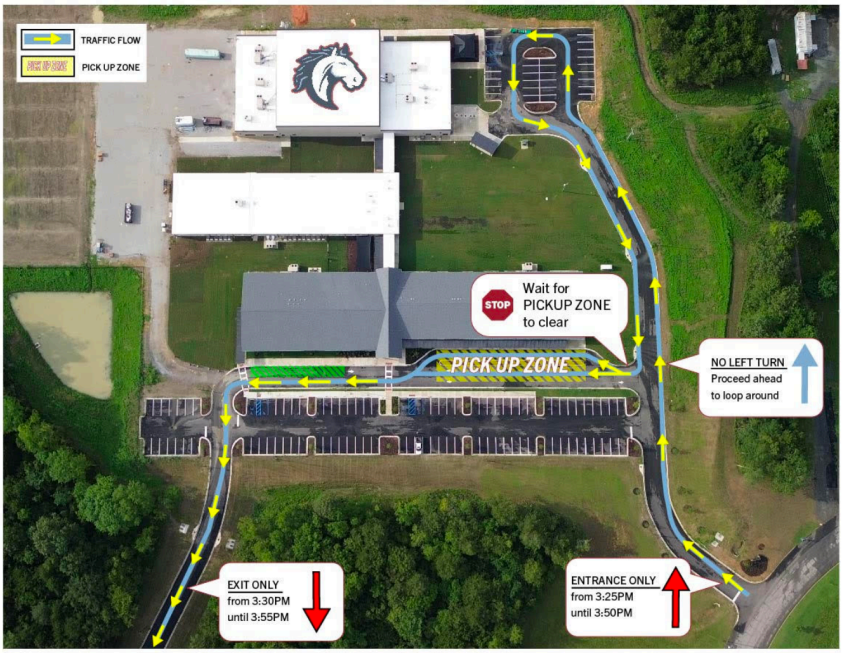
Proposed Parking - UCS New Campus

<u>Dismissal Procedures - Smith Campus (4th-12th Grades)</u>

- Dismissal in the afternoons begins at 3:10 PM daily and 1:10 PM on Wednesdays.
- All students will be picked up at the main entrance at the front of the building.
- Special needs students that require assistance may be picked up at the WEST end of the building in the Assisted Pick up Zone.
- No parents will be allowed on campus to line up for the carline until **3:10 PM on Monday, Tuesday, Thursday, and Friday, and 1:10 PM on Wednesday.**
- As students' rides arrive onto UCS campus, UCS staff will radio into the classrooms to dismiss students to await their ride at the front entrance.
- Students will then walk down to the pick-up area to get into their car in the order in which it is lined up by UCS staff.
- In order to ensure safety for all students, students will only be allowed to enter vehicles that display the appropriate UCS-issued car rider identification tag(s).
- Please **DO NOT arrive early** or you will be asked to move.
- Please **DO NOT arrive early and park in a parking spot.**
- **Check-outs will not be allowed after 2:300 PM on Monday, Tuesday, Thursday and Friday and after 12:30 PM on Wednesday.** If you need to check out your child from school please arrive prior to those times.
- After you pick up your students, please turn **RIGHT as you exit campus**.
- Please **BE RESPECTFUL** to the school and public safety staff work carline to ensure that everyone is safe.
- Parents should share this information with family members and friends that pick up your students.

Carline Pick Up Map and Procedures:

- Student dash tags should be made visible upon arrival to campus.
- Enter from the EAST entrance to the campus (closest to Hwy 11)
- Follow the traffic pattern to the back and around the loop.
- Wait at the STOP sign for a UCS team member to wave you into the pick up zone.
- Pull as far forward as possible in the pick-up zone and place your vehicle in PARK.
- Students will be called to their respective vehicles.
- Wait for a UCS Team member to release your line of traffic and slowly pull forward.
- Exit at the WEST entrance (closest to Tartt Field)



Student Driver Dismissal Procedures:

- Student drivers will be released at 3:05.
- Student drivers should exit campus via the WEST entrance (closest to Tartt Field)

Work-based learning and Dual Enrollment student drivers must:

- Have a release form Independent Student Driver Rider Form on file with the Career Coach.
- Sign in and out at the front office for each class meeting.
- Walk, drive, or ride straight to the location of your class and straight back.
- Do not bring outside food or drink into UCS when you return.

Arrival Procedures - Lyon Campus (PreK-3rd Grades)

- Students are not allowed to arrive at school prior to 7:15 AM. School begins officially at 7:45.
- ALL students will be dropped off in front of Lyon Hall in the drop off lane.
- Upon arrival, all students will enter through the lunchroom doors (Tutwiler Hall) at the playground.
- Students may proceed to the lunchroom for breakfast or to their homeroom teacher's classroom beginning at 7:25.
- **Students that arrive after school begins at 7:45, are considered tardy and must enter through the main Lyon Hall entrance.**
- Students will receive a tardy slip at the front desk until 8:00 AM. After 8:00 AM, the student will need to be checked-in or out by a parent in the front office.
- Due to the number of students arriving to school by individual cars, and due to the shared campus use with UWA, parents are highly encouraged to routinely drop students off without escorting them into the building. This will help with safety and timely traffic flow for all patrons.

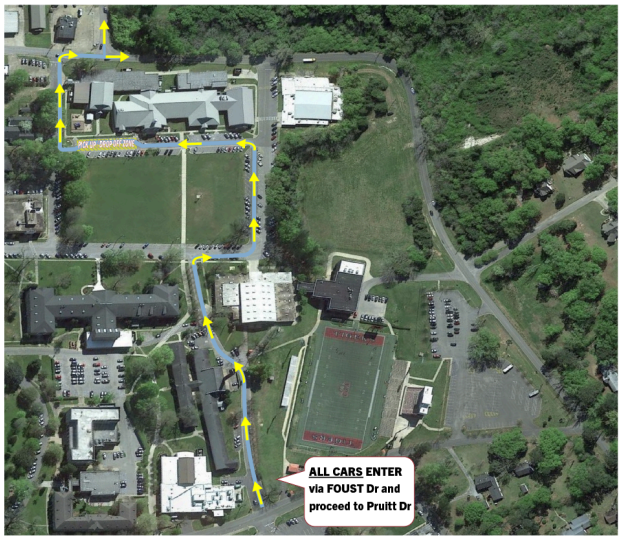
Dismissal Procedures - Lyon Campus (PreK-3rd Grades)

- Dismissal in the afternoons begins at 3:00 PM daily and 1:00 PM on Wednesdays.
- ALL students will be picked up in front of UCS at the main entrance.
- No parents will be allowed on campus to line up for the carline until **2:45 PM on Monday, Tuesday, Thursday, and Friday, and 12:45 PM on Wednesday.**
- Student dash tags should be made visible upon arrival to campus.
- As students' rides arrive onto UCS campus, UCS staff will radio into the teachers to dismiss students to await their ride at the front pick up zone.
- Students will then walk down to the pick up zone to get into their car in the order in which it is lined up by UCS staff.
- In order to ensure safety for all students, students will only be allowed to enter vehicles that display the appropriate UCS-issued car rider identification tag(s).
- **DO NOT arrive early** or you will be asked to move by UWA PD.
- **DO NOT arrive early and park in a parking spot.** You will be asked to move and ticketed.
- **Check-outs will not be allowed after 2:30 PM on Monday, Tuesday, Thursday and Friday and after 12:30 PM on Wednesday.** If you need to check out your child from school please arrive prior to those times.
- After you pick up your students, you must turn **RIGHT as you exit campus**.
- Please **BE RESPECTFUL** to the school and public safety staff that are working the carline to ensure that everyone's safety.
- Parents should share this information with all grandparents and other family members and friends that pick up your students.

Carline Maps and Procedures

- All parents should enter carline from the WALLACE LOT via Foust Drive
- Proceed onto Pruitt Drive, go up the hill and turn Right onto Bibb Graves Drive.
- From Bibb Graves Drive, turn Left onto McConnell Drive and follow the traffic pattern in front of Lyon Hall.
- Students will only be allowed to enter cars in the designated pick up zone.
- Please wait until a UCS Team member releases your vehicle to leave the pick up zone.
- After you pick up your student(s), exit onto North Street by **turning RIGHT.** NO LEFT TURNS.

Drop Off / Pick Up - Lyon Hall Campus



☐ Turn onto Foust Drive from Stadium Drive, CAR TAGS DISPLAYED
☐ Continue onto Pruitt Drive, then turn RIGHT onto McConnell Drive
☐ Follow McConnell up to Lyon Hall, turn LEFT, and follow to "PICK UP / DROP OFF ZONE"
☐ Please wait until a UCS Team member releases your vehicle to leave the zone

CAREER AND TECHNICAL EDUCATION (CTE)
Career and Technical Education (CTE) is an important part of the educational experience at University Charter School. Through hands-on, project-based learning, students develop academic, technical, and employability skills that prepare them for success after high school. CTE courses are designed to complement a student's academic program while providing opportunities to explore career interests, earn industry-recognized credentials, participate in career and technical student organizations, and engage in work-based learning experiences. Whether a student's plans include college, military service, technical training, or entering the workforce, UCS's CTE programs help build the knowledge, skills, and confidence needed for future success in an ever-changing economy. CTE courses are available to students beginning in the 7th grade. Students in grades 10th-12th are expected to take 1-2 CTE courses each year with a goal of completing at least 3 courses within one program prior to graduation. CTE programs offered at UCS are intentionally designed to meet industry needs in West Alabama while also serving students interests and pursuits. Current CTE programs available include: Health Science, General Agriculture, Marketing, Teacher Cadet, and Computer Science. UCS also provides access to Manufacturing courses through a dual enrollment partnership with Wallace Community College Selma, at the Demopolis campus.

CHANGE OF ADDRESS
Please come by the office to complete the appropriate paperwork for any changes to your address or telephone number. It is very important that we have your current information available. Please provide proof of residency with any address changes.

CODE OF CONDUCT
UCS students are expected to uphold all expectations regarding the school's Code of Conduct. Full details can be found by reading Policy 1015 - Student Code of Conduct.

CONFERENCES with TEACHERS & ADMINISTRATORS
Conferences may be requested by parents, teachers, and administrators to discuss student progress and behavior. Parents may schedule conferences by contacting their child's teacher through email or by contacting the main office. Parents may also request conferences with school administrators through email or by phone. Due to the importance of teacher planning and the busyness of arrival and dismissal from school each day, please do not show up to request an immediate conference with your child's teacher. UCS will happily accommodate the need for conferences for all stakeholders and UCS Leadership asks that parents speak directly with teachers first to resolve issues or questions before going directly to school administration in applicable circumstances.

COURSE OPTIONS FOR STUDENTS
ACADEMICS:
- Students in Grades K-5 will receive a minimum of one hour of daily instruction in each of the areas of reading and mathematics. Additional instruction involving the sciences, social studies, and project-based learning occur throughout the day each day. Daily time for enrichment and acceleration are also included in the schedule.
- Middle school students (Grades 6-8) receive daily instruction in reading, mathematics, science, and social studies for the full year. Daily time for remediation and personalized learning will also occur.
- High school students (9-12) will participate in a semester block schedule with five courses in August-December and five courses in January-May. This is a compilation of academic and elective courses, self-selected by students in collaboration with school administration. Daily time for personalized learning also occurs.

SPECIALS:
- Students in Grades K-5 will participate in special course classes that focus on STEM (Science, Technology, Engineering, and Mathematics), Visual Art, and Music/Band. Students will have the opportunity to experience multiple Specials courses during the regular school year at varying lengths, durations, and intervals.

PHYSICAL EDUCATION:
- All students in Kindergarten through Grade 9 participate in daily physical education for a minimum of 30-minutes on regular school days.
- Elementary students receive additional physical activity through recess opportunities.
- Students involved in athletics are required to participate in Athletes PE.

DELIVERIES
Student flowers and gifts must be delivered to the front office. Students will be called down to retrieve them at the end of the school day to avoid interrupting the instructional day. Lunch is not allowed to be delivered to the student once the school day has begun, except in an emergency situation as determined by the Principal.

DISCIPLINE
Discipline and disciplinary action will be handled on a case by case basis by the teachers and administrative team at UCS depending on the severity of each case. All students, parents, and guardians must read the **Student Code of Conduct Policy 1015** and sign an acknowledgement of having read the policy in its entirety. This policy can be found as an appendix to this handbook.

DISTINCTION FOR VALEDICTORIAN, SALUTATORIAN, & HONOR GRADUATES
UCS will recognize the distinguished academic performance of students at the conclusion of each academic year as part of formal graduation ceremonies. The graduating senior with the highest cumulative weighted grade point average (GPA) will be recognized as valedictorian. The graduating senior with the second highest cumulative weighted grade point average (GPA) will be recognized as salutatorian. In the event of a tie, UCS will use students' numerical GPA to determine valedictorian and salutatorian. UCS will determine the valedictorian, salutatorian, and honor graduate status using students' weighted cumulative GPA through the conclusion of the fall semester of students' senior year. Spring semester grades and GPA will not be included in the determination of valedictorian, salutatorian, or honor graduates.

UCS will also recognize Honor Graduates as students who have demonstrated proficiency in advanced coursework opportunities throughout their tenure as a Trailblazer. Honor Graduates will be recognized in the following categories:

- Summa Cum Laude: Students graduating with a cumulative weighted GPA of 4.2+
- Magna Cum Laude: Students graduating with a cumulative weighted GPA of 4.0-4.19
- Cum Laude: Students graduating with a cumulative weighted GPA of 3.7-3.99

DISTRIBUTION OF LITERATURE
Students must have permission from the administration before posting signs, posters, announcements or advertisements in the school.

DRESS CODE -- *See Policy 6030 for full student dress code information.*
University Charter School requires uniforms for all students. The Uniform Policy is designed to provide students a safe and orderly learning environment. The Policy is in effect every school day, including field trips or any trip off campus. **All dress code violations will be documented in the discipline tiers.** Parent contact will be made with each occurrence of dress code violation. When a student has 3 documented dress code violations, it is considered "excessive" and documented as a Level 1 infraction. Each subsequent violation is entered as a Level 1 infraction in the tiers. All Outerwear, Every Day Attire, and Dress Attire must be purchased from the approved vendor. University Charter School is sensitive to the needs of families in meeting the uniform requirements. The parent or guardian should contact the Head of School regarding requirements for financial assistance for uniforms. Each Wednesday is reserved for the formal UCS uniform as well as other announced days throughout the year for special functions, visits, and other events. PE dress guidelines are in place for students in grades 7-12.

ELECTRONIC DEVICES – *See Policy 6032 for full information regarding electronic devices.*
The use of cell phones and wireless communication devices (WCD) has evolved into a significant distraction in the classroom that impedes a student's ability to learn. Pursuant to Alabama legislation, ACT #2025-368, UCS is committed to policies and procedures centered around creating more focused and intentional classroom environments.

Students in grades PK-3 are not permitted to bring, possess, or use cell phones or wireless communication devices while in the school building.

Students in grades 4 through 12 who choose to bring a cell phone, or other wireless communication devices (wireless earbuds, smart watches, etc.) to school will be required to securely stow their devices for the duration of the school day.

These procedures will be specified by grade and are focused on limiting distractions and maximizing learning potential.

A. Students in grades 4 and 5 will be required to securely stow their mobile phones, wireless earbuds, and smart watches in their classroom, in a specified WCD container, from the beginning of the school day (7:55 AM) until dismissal.

B. Students in grades 6 through 12 who wish to bring a phone to school will be required to pay a cell phone pouch fee, and will be issued a secure, tamper-free pouch to stow their mobile electronic devices during the school day (7:55 AM until dismissal). Devices will be inaccessible, yet stored in the personal belongings of the student, and in their possession. If the student loses or damages the cell phone pouch, a replacement fee will need to be paid in order for the student to continue to bring their cell phone to school.

Students who would prefer not to stow their devices in the provided pouch may choose to either leave their devices at home or in their vehicle during the school day.

Students who violate this policy will be subject to disciplinary actions prescribed in 1015 - Student Code of Conduct Policy.

ELIGIBILITY CRITERIA FOR HONORS RECOGNITIONS

For 1st-5th grade elementary students, the following awards can be earned and celebrated during Elementary Awards Ceremony in Spring 2027::

- Academic Mastery: For superior academic performance and at least 90% mastery of standards in all subject areas at UCS.
- Academic Proficiency: For superior academic performance and at least 80% mastery of standards in all subject areas at UCS.
- Trailblazer Award: Serves as a role model for all UCS students by consistently displaying our core values of compassion, integrity, and perseverance. This is a very special award, as the recipient is selected by his or her peers.
- Leadership Award: The student that receives this award is recognized by their teacher for being a leader of character and for exemplifying our UCS character traits each and every day. This student is a leader to their peers.
- Highest Growth Award: The students that receive this award are recognized for showing tremendous academic growth during the 2025-2026 school year.
- Perfect Attendance Award
- Special awards for competitions and events (Science Fair Awards, Beta State Convention, etc.).

For 6th-11th grade, the following awards can be earned and recognized during Middle/High School Awards Celebration:

- Academic Mastery: Students who maintain above 3.5 in all subject areas will be recognized for this distinction.
- Academic Proficiency: Students who maintain 3.0 to 3.5 in all subjects will be recognized for this distinction.
- Trailblazer Award: Serves as a role model for all UCS students by consistently displaying our core values of compassion, integrity, and perseverance. This is a prestigious award, as it is selected by the teachers and principal.
- Other awards include but are not limited to the following: BETA State Convention, Computer Science, Integrated Marketing and Communications (IMC), Science Fair, Health Occupations Students of America (HOSA), Evelyn Anderson, Student Government Association (SGA), ACT 25+, ACT Benchmark, Dual Enrollment; Yearbook.
- Students will be recognized for performance in each individual semester. A formal ceremony will be held in the spring.

12th grade students will have a Senior Night celebration. The evening ceremony will celebrate the senior class achievements and recognitions in scholarships, academic awards (see 6th-11th grade awards), involvement, and/or completion of certain programs at UCS.

EMERGENCY DRILLS

Emergency drills are conducted monthly at the school. These drills include fire and severe weather preparedness drills along with active shooter, intruder, bomb drills, and evacuation drills. Students and visitors will be instructed by staff and faculty of the procedures during a drill or actual emergency situation.

EXTRACURRICULAR OPPORTUNITIES

UCS emphasizes the importance of student participation in extracurricular opportunities both during and after the instructional day. Extracurricular opportunities will include options such as SGA (Student Government Association), Beta Club/Junior Beta Club, National Honor Society/National Junior Honor Society, Yearbook & Student News, Agriculture and Rodeo Club, Peer Helpers, FFA, FCCLA and other clubs that students will help create with the guidance of teacher sponsors. All UCS students are encouraged to participate in at least one club/extracurricular opportunity that will meet regularly throughout the school year.

FEES AND FINES

Student fees/fines must be paid each year in a timely manner. Student fees/fines are to be paid using the MySchoolBucks portal. Below is the fee schedule for the 2026-2027 school year. General fees are **required** for all UCS students. For students opting into various programs and courses, the fees associated with these courses become required for students enrolled.

University Charter School
2026-2027 Student Fees

General Fees

Grade	Fee	Amount	Description
K-3 (All Students)	Literacy Fee	$27	Covers the cost of reading support materials
K-6 (Participating Students)	Visual Arts Fee	$27	Covers cost of art supplies
4-6 (Participating Students)	Music Fee	$27	Covers cost of sheet music, basic equipment and supplies
K-6 (Participating Students)	STEM Fee	$27	Covers cost of STEM supplies
K-6 (Participating Students)	Character Ed Fee	$27	Covers cost of Character Ed supplies
K- 12 (All Students)	1-to-1 Technology Initiative Maintenance Fee	$105	Covers the cost of maintaining student-provided technology
10-12 (All Students)	CTE Pathway Fee	$27	Covers the cost for supplies, consumables, and opportunities for all students.
12 (All Students)	Senior Fee	$210	Covers the cost of diploma, graduation regalia and blazer

Optional Participation Fees

Optional Fees	Fee Description	Amount
6-12 Cell Phone Pouch	Cost of initial pouch for cell phone. Required if a student brings a cell phone to school.	$35
Grades 7-12 Visual Arts Course Fee	Visual Arts Course Fee for participating students	$27
Grades 6-12 Band Course Fee	Band Course Fee for participating students	$105
Advanced Placement (AP) Course Fees	Per course fee (Science, Math, English, Social Studies, Computer Science)	$99
Driver's Education Fee	Driver's Education manuals and fuel supplement	$105
Credit Recovery Fee	Fee for credit recovery per half credit	$150
Athletic Fees	$105 for each sport offered in 2026-2027	$105/sport
Record Duplication Fee	Per student record	$5
Field Trip Fees	Varies per field trip ($5-$100)	-
Club Fees (i.e., Beta Club, 4-H, Robotics, HOSA, etc.)	Varies based on club ($10-$50)	-

Board approved 05.12.2026

FIELD TRIPS

Field trips are a part of the UCS curriculum in many classrooms. The students will receive a field trip form from the sponsor of the trip. The student must return the completed permission form before he/she may take part in the field trip. Class absences are excused, but the student is responsible for making up any missed work. A student will not be denied the opportunity to participate in a field trip due to his/her ability to pay; however, the trip may be canceled if the donations for the trip do not meet expenses. Field trip money will not be refunded due to student misbehavior and disciplinary actions. For transportation purposes in these events, students must be transported in a UCS school bus or by a parent with Driver and Volunteer Clearance and in accordance with UCS Policy 3120.

FOOD SERVICES FOR BREAKFAST AND LUNCH

UCS operates the National School Lunch Program (NSLP) and School Breakfast Program (SBP), which is a full breakfast, lunch, and after-school snack program.

- Student Pricing
    - For the 2026-2027 academic year, UCS is participating in the Community Eligibility Program (CEP), which allows all students to eat breakfast and lunch at no cost.
    - Students will be issued a reimbursable meal on their initial trip through the serving line. Students must enter their school issued 4-digit PIN in order to account for any meal received.
    - If a student wishes to purchase an additional meal or a la carte item, they must do so on a subsequent trip through the serving line and will be charged at the following rate:
        - lunch: $4.50
        - breakfast: $3.25
        - lunch entree only: $2.50
        - juice or milk: $0.50
        - other a la carte items (including but not limited to Smart Snack compliant ice cream, snacks and beverages) may be added during the year at the discretion of the CNP director.

- At Smith Campus only, students may purchase additional meals or a la carte items and deposit money into their account using cash. No change will be given on cash purchases, any excess funds over the item amount will be credited to the student's account.
- Families are encouraged to complete a free and reduced meal application each year to help UCS maintain accurate and up-to-date records for all students. In years when UCS is not participating in CEP, students are required to complete a free and reduced lunch meal application in order to maintain eligibility for free or reduced cost meals. The application is available on the CNP page of our website.

GIFTED EDUCATION

Gifted students are students who show the ability to perform at high levels of creativity, critical thinking, and complexity in academic fields when compared to students similar in age and experience. These students require additional services that are not usually provided in the regular instructional schedule. A UCS student can be referred for screening for gifted services by teachers, counselors, administrators, guardians, parents, peers, self, or other individuals who have knowledge of the student's abilities. UCS employs a Gifted Specialist who works with Gifted & Talented students each week. This teacher is Mrs. Jessie Johnson (jjohnson@universitycharterschool.org). Mrs. Johnson's daily schedule includes scheduled time to pull gifted students out of class at the elementary levels to complete project-based assignments, study current events, enrich current classroom learning, and to participate in accelerated learning opportunities. Students do not receive a separate grade for gifted activities as this additional time is meant to further refine and develop skills of this population of students.

GRADING POLICY & SCALES

UCS emphasizes the importance of assessing student learning through a standards-based approach to grading. Standards-based grading assesses what students know and are able to do relative to Alabama's Courses of Study. Whereas traditional grading practices may focus on a holistic assignment, cumulative assessment, or task to determine how much of the work is correct, a standards-based system looks closely at individual skills and knowledge identified within the

language of the standard to provide a more transparent and detailed update of progress to support continued improvement. For students in Grades 1-5, UCS communicates student proficiency on a 1 to 4 scale, and the general criterion for each scaled score is as follows:

- 1 -- The student exhibits an entry-level understanding of the skills and knowledge required of the standard.
- 2 -- The student is approaching proficiency regarding the skills and knowledge required of the standard.
- 3 -- The student can demonstrate proficient understanding of the required skills and knowledge of the standard.
- 4 -- The student can demonstrate understanding or skills and knowledge that is above and beyond mastered expectations of the standard.

Students have multiple opportunities throughout the learning process to demonstrate a greater understanding of the skills and knowledge required of the standard in an effort to achieve a "proficient" scaled score of 3. Students who wish to further their application of the assessed skill can work toward additional, higher-level activities to earn a "mastery" score of 4. For Grades 1-5, scaled scores are not averaged together to determine an overall percent proficient (or traditional "grade"), however a percentage of standards that have been met with proficiency will be provided for all parents and students. Minimum requirements for promotion to the next grade are based on the total percentage of proficiency of academic standards as outlined in this handbook.For 6th-12th grades and all credit-bearing courses, student scores are currently still calculated and reported on a traditional 100 point scale.

GRADUATION REQUIREMENTS

In accordance with Alabama Administrative Code Rule 290-3-1-.02, Effective for students beginning in the 2025-2026 school year, all students shall earn the required credits for the Alabama High School Diploma.

In order to participate in the UCS Graduation Ceremony, a student must meet the following requirements:

- Completion of the Portrait of a Graduate Capstone Presentation.
- Participation in the graduation ceremony practice, held the morning of graduation. Extreme circumstances resulting in absence (e.g. bereavement, illness) will be considered on a case by case basis. Final determination of eligibility for participation is at the discretion of the Principal and Superintendent.
- Completion of all other state mandated requirements to receive an Alabama High School Diploma:
    a. Completion of all required coursework for either the Option A or Option B diploma as outlined by Alabama Administrative Code Rule 290-3-1-.02
    b. Earn one or more of the following college or career readiness indicators before graduation:
        i. Earning a benchmark score in any subject area on the ACT college entrance exam.
        ii. Earning a qualifying score of three or higher on an advanced placement exam.
        iii. Earning a qualifying score of four or higher on an international baccalaureate exam. (Only available for a UCS student that transfers from another school with a legitimate IB program.)
        iv. Earning college credit while in high school.
        v. Earning a silver or gold level on the ACT WorkKeys Exam.
        vi. Completing an in-school youth apprenticeship program.
        vii. Earning a career technical industry credential listed on the compendium of valuable credentials of the Alabama Committee on Credential Quality and Transparency (ACCQT).
        viii. Being accepted into the military before graduation.
        ix. Attaining career and technical education completer status.
        x. Any additional college and career readiness indicator approved by the State Board of Education.

Except for students who are pursuing the *Alabama High School Diploma: Essentials Pathway* or the *Alabama High School Diploma: Alternate Achievement Standards (AAS) Pathway*, no student shall receive the Alabama High School Diploma: General Education Pathway without earning one or more of the college and career readiness indicators. Any student not receiving the Alabama High School Diploma: General Education Pathway, who later becomes in compliance, may only receive the Alabama High School Diploma: General Education Pathway if the remedy occurs within the two years of their initial failure to graduate.

UCS follows the Alabama State Department of Education's minimum criteria for graduation. Course-specific information and required courses can be found at https://www.alabamaachieves.org/graduation-requirements/

Students who wish to pursue the Option B diploma must submit a written request to the school guidance counselor no earlier than completion of their 10th grade year. Approval for the Option B diploma route will only be granted after thorough advising and understanding of requirements by student, guardian(s), teacher of declared CTE program and principal.

HOMEWORK

Research indicates that homework can be an effective component of the comprehensive approach to educating each child. However, homework should be kept to a minimum and should be directly tied to the content, standards, and skills experienced in the classroom setting. UCS teachers are permitted to assign homework regularly as long as the total amount of time required of students each evening does not exceed a manageable amount of time. Concerns regarding the amount of homework or design of homework should be directed to each individual teacher for clarification.

HOURS OF OPERATION

- The student school day at the UCS Lyon campus is 7:45-3:00 except for Wednesday which is 7:45 - 1:00. The office will be open from 7:00-4:00. **Students may not be dropped off before 7:15AM**.
- The student school day at the UCS Smith campus is 7:55-3:10 except for Wednesday, which is 7:55-1:10. The office will be open from 7:00-4:00. **Students may not be dropped off before 7:25AM**.

ILLNESS OR INJURY

If a child becomes ill or injured at school, parents or guardians will be contacted by telephone to come and pick up their child. It is very important that current work numbers and emergency numbers are maintained on the child's information card. Students who are ill should not be sent to school. **Students must be fever free without medication for 24 hours before returning to school**. Students who have a communicable disease such as COVID-19, conjunctivitis "pink eye", chicken pox, ringworm, impetigo, or pediculosis (head lice) will be sent home from school and must remain at home until the condition or disease is corrected and no longer contagious. Students with pediculosis (head lice) will be sent home from school, should be treated promptly and should return the following day. Students not returning the following day will be marked with an unexcused absence. In some cases, a student must produce a valid doctor's excuse for treatment and/or medication before being allowed to re-enter school. The school's lead nurse is Mrs. Kristen Beard and can be reached at kbeard@universitycharterschool.org or by calling the UCS Smith office.

IMMUNIZATION

Alabama law requires all children entering school in the state to present an original "Certificate or Immunization"/blue card to the central office. Immunization is required as follows: two doses of MMR, four doses of IPV, five doses of DTaP, one or two doses of Varicella or proof of Chickenpox (1 dose for <13 years of age or 2 doses for 13+ years of age, and Tdap Booster. Recommended doses are two doses of Hepatitis A, three doses of Hepatitis B, three doses of Rota, three doses of HPV, and three doses of MCV.

INTENT TO RETURN

Each year, UCS will distribute surveys to current families called an Intent to Return. Families must fill out this form to indicate that their child(ren) plans to return to UCS for the following school year. Filling out these forms are critical to UCS in accurately determining the number of available seats per grade level. Failure to complete this Intent to Return form could result in a student's loss of seat and unenrollment from UCS. All families should reach out to Mrs. Crystal May (cmay@universitycharterschool.org) for questions regarding enrollment and the Intent to Return process.

INTERNET USE -- UCS Internet Use Policy 6115 and UCS Use of Technology Policy 6110

UCS is on the cutting edge of new technology and has internet access in all classrooms. Students who have returned their Acknowledgement of Student Handbook and Code of Conduct form are allowed to use the Internet with direct supervision of a teacher or staff member. Misuse or abuse of the internet may result in a child losing the privilege to use the internet. Parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. The Board supports and respects each family's right to decide whether or not to allow their child access to the Internet and electronic mail.

INSTRUCTIONAL TECHNOLOGY

UCS is proud to provide tablets and Chromebooks to all students as part of our 1:1 initiative to enhance student instruction and 21st century learning. Although these devices are provided for student use, these devices are the property of UCS at all times and are subject to search, seizure, and inspection at any point without prior notice. Furthermore, misuse can result in suspension of privileges both temporarily and permanently. Improper use of devices can result in administrative discipline given the severity of misuse. *Please see Policy 1015 Student Code of Conduct, Policy 6110 Technology Policy, and Policy 6115 Internet Safety Policy for more information.*

LIBRARY INFORMATION

UCS provides students access to a full-time virtual library through myON Reader. Students have 24/7 access at home and at school to a wide selection of diverse texts. Additional platforms such as Accelerated Reader, CommonLit, and NewsELA provide students exposure to rich and diverse selections of texts. Additionally, UCS has partnered with the Ruby Pickens Tartt Public Library in Livingston to provide students access to the local library. All students are required to have a library card in order to check out books. Library cards are FREE to UCS students. UCS will schedule ongoing opportunities for elementary students to visit the public library, and students are encouraged to attend outside of school hours as well.

LOST AND FOUND

All items are placed in a Lost and Found Box located on each campus. All unclaimed items will be donated to a charitable organization at the end of the grading period and/or during holiday breaks. Please see the receptionist in each building if an item has been lost.

MEDICATIONS

UCS employs two full-time nurses. Our Lead Nurse is Mrs. Kristen Beard (kbeard@universitycharterschool.org). Mrs. Beard's nursing station is located in the main office of the Smith Campus. Mrs. Shannon Bryant's nursing station is located at Lyon Hall. UCS will administer any medications in accordance with UCS Policy 3125. Any student who must take prescription medications while at school can keep necessary medications at Mrs. Beard or Mrs. Bryant. Parents of students who must take medications at school will need to make an appointment with one of our nurses to talk more in depth about students' needs.

Self-Carrying Medications:

Students may be allowed to self-carry certain medications, such as emergency inhalers, EpiPens, or other necessary medications, provided that prior arrangements and approval are made with Mrs. Beard. All other medications must be stored at the nursing station.

MENTAL HEALTH SERVICES

University Charter School provides or sponsors the following mental health services:

- **Large group guidance** - includes school counselor or professional visiting the classroom to discuss topics such as bullying, class scheduling, stress management, test anxiety or guest speakers to discuss good choices, substance abuse prevention, etc.
- **Small group guidance** - includes small groups of students with school counselor or professional to discuss topics such as test anxiety, grief, healthy coping skills, etc.
- **Mentoring** - Peer Helpers, Big Brothers/Big Sisters, and/or Social Work Interns work with students in school on topics such as friendships, healthy relationships, anger management, and anxiety.
- **Assessments or Surveys -** includes questionnaires provided to students related to social behaviors, feelings, etc.
- **Crisis intervention** - short-term, immediate assistance by school counselor or professional for a specific situation.
- **School-Based Mental Health** - On-going counseling services by school professionals or private practitioners in the school setting. Parent or legal guardian's permission will be obtained during an intake meeting before services are provided.
- Review of Materials: You may request to review any materials used in the guidance and counseling programs available to students by contacting the student's principal.

Information Regarding How to Allow, Limit, or Prevent Your Child's Participation in Mental Health Services

- Under Alabama law, no student under the age of fourteen may participate in ongoing school counseling services including, but not limited to, mental health services, unless (1) the student's parent or legal guardian has submitted a written opt-in granting permission for the student to participate or (2) there is an imminent threat to the health of the student or others.
- Therefore, if your child is under fourteen, they will only be allowed to participate in mental health services if you opt-in. **If you would like University Charter School to be able to offer and/or provide mental health services to your child, you must opt-in for each service listed for them to participate in that service.**
- Even if you do not opt-in to mental health services, your child may be provided mental health services if there is an imminent threat to their health or others. School employees may determine in their discretion whether such an imminent threat exists and provide any mental health services they deem necessary under the circumstances.
- **Parents of students with disabilities**: Please note that the opt-in process is not applicable to any school counseling services or "mental health services" contained in a student's IEP or §504 plan. Consent for those services will be obtained and information regarding your child's mental health services will be provided through the usual special education process.

MORNING MEETING

The UCS school day begins each day with a Morning Meeting in each homeroom. This time engages students and staff in greetings morning activities to build classroom community, support social and emotional learning, and to provide a sense of routine and transition to the start of school and the beginning of the first class. UCS ends each day in an afternoon version of the Morning Meeting to reflect on the day's accomplishments, discuss important reminders and tasks, and to end the day positively before dismissal. These meetings are critical structures to foster inclusivity and connectedness for all students. These activities may be modified by grade level to meet the needs of the students.

MOVE ON WHEN READY & EARLY GRADUATION

UCS acknowledges that students advance and mature along varying timelines. To support appropriate access to post-secondary opportunities for each student individually, UCS provides options for early advancement for high school juniors and seniors. Pursuing these options limits a student's access to UCS extracurricular activities and should be considered thoroughly before making the decision to pursue. See UCS Board Policy 6021 for eligibility requirements and expectations.

Move on When Ready Program (MOWR)

The Move On When Ready (MOWR) Program provides eligible University Charter School juniors and seniors with the opportunity to complete their remaining high school coursework by enrolling full-time at a participating Alabama public college or university. Through MOWR, students earn both high school and college credit while experiencing the expectations and responsibilities of college-level coursework. This program is designed for academically prepared students who are ready to accelerate their education and make a smooth transition to postsecondary studies.

Participation in MOWR is a significant commitment and requires students and families to understand the academic, attendance, enrollment, and eligibility requirements established by the Alabama State Department of Education and participating colleges. Students considering the program should carefully review UCS Policy 6021, which outlines student eligibility, application procedures, academic expectations, parent and student responsibilities, transportation, and continued participation requirements. Families are encouraged to meet with the school counselor or MOWR coordinator to determine whether the program is the right fit for their educational goals.

Early Graduation

University Charter School offers eligible seniors the opportunity to graduate at the end of the first semester of their senior year if all state and local graduation requirements have been completed. Students interested in early graduation must submit an Application for Early Graduation, available through the school counselor, by September 1 of their senior year and have parent/guardian approval. Students must complete all required coursework, the Alabama Civics Exam, and the ACT WorkKeys assessment prior to graduating. Families should carefully consider the impact of early graduation, as students who graduate early are no longer enrolled at UCS and are not eligible to participate in athletics, clubs, prom,

internships, field trips, or other extracurricular activities. Early graduates may participate in the spring commencement ceremony with their graduating class but are not eligible for valedictorian or salutatorian honors. Students are responsible for meeting all graduation deadlines and requirements.

PARENT TEACHER ASSOCIATION (PTA) & PARENT INVOLVEMENT

Our Parent Teacher Association (PTA) accepts new members throughout the school year. Please reach out to the PTA Executive Committee, ucspta@universitycharterschool.org to join. Ongoing opportunities for parent involvement are part of the UCS experience. UCS welcomes parent volunteers and places volunteering needs on social media as they arise. Parents are welcome to eat lunch with their child(ren), visit classrooms, and volunteer in classrooms as the desires or opportunities arise during the year.

PRIDE IN OUR PLACE

UCS embodies a hands-to-work concept titled Pride in Our Place that builds character and community amongst the student body and school staff. Students are expected to contribute in keeping UCS a clean environment that is conducive to learning and collaboration. Students will work to clean up at the end of lunch shifts and will end the day by assisting to tidy and sanitize classrooms. Teachers will work with students in this process at all times.

PROMOTION & RETENTION REQUIREMENTS -- Please reference the full policy for UCS Academic Standards Policy 6015.

UCS teachers and staff work continuously to ensure students are able to demonstrate growing proficiency of skills and standards across all classrooms. In accordance with state-wide expectations, UCS will expect students to demonstrate clear levels of proficiency in order to be eligible for promotion to the next grade. UCS will ensure that students who exhibit difficulty with academic concepts receive intervention, remediation, and support in a variety of approaches to support improved development. UCS students who do not meet the criteria below are subject to required summer school and/or grade-level retention. In all cases, teachers will make informed, data-driven and observational decisions regarding the best interest of the child regarding his/her educational career.

In order to be eligible for promotion to the next grade level, students in Kindergarten through Grade 11 must demonstrate proficiency of at least 60% of the standards in each core academic course (English/reading, math, science, and social studies) and must benchmark (score on-grade level) in reading and mathematics. Students enrolled in high school credit-bearing courses must demonstrate a proficiency of at least 60% in each course in order to earn course credit. High school students must accrue a minimum amount of course credits (or Carnegie units) to be promoted and classified as sophomores, juniors, and seniors according to the expectations outlined below:

- Tenth Grade – students who have earned five (5) Carnegie units will be classified as tenth graders.
- Eleventh Grade - students who have earned ten (10) Carnegie units will be classified as eleventh graders.
- Twelfth Grade – students who have earned seventeen (17) Carnegie units, three of which must be English, will be classified as twelfth graders.

RETESTING OPPORTUNITIES

All students will be provided additional opportunities to demonstrate proficiency on standards during the school year to support students in the school's focus on standard-based learning. These opportunities are handled in the classroom by individual teachers as needs arise after students have received additional instruction on targeted skills. Classroom teachers reserve the right to set a parameter on the deadline for reassessments. Please speak directly with classroom teachers concerning student performance.

Students in grades 1-5 will be provided additional opportunities to demonstrate proficiency on standards during the school year to support students in the school's focus on standard-based learning. These opportunities are handled in the classroom by individual teachers as needs arise after students have received additional instruction on targeted skills. First through fifth grade classroom teachers reserve the right to set a parameter on the deadline for reassessments. Please speak directly with classroom teachers concerning student performance.

Students in grades 6- 12 are provided with **two** opportunities **per course** to demonstrate proficiency on **major assessments** only. The following are the criteria for reassessments for 6th-12th grade students:

- Major assessment score of 59% or below
- Completes additional practice/relearning work as prescribed by the classroom teacher
- Reassessment is completed within 5 school days of first attempt
- Reassessment scoring is capped at 85%

SECLUSION AND RESTRAINT

As a part of the policies and procedures of UCS, the use of physical restraint is prohibited in the system and its educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. Physical restraint is expressly prohibited when used as a form of discipline or punishment. The use of other physical restraint, chemical restraint, mechanical restraint, or seclusion is prohibited in UCS and its educational programs. The use of restraint may occur along with other emergency actions such as the school seeking assistance from law enforcement and/or emergency medical personnel which could result in a removal of the student by such personnel. Significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after the restraint or removal of a student (and no longer than one school day following the occurrence), the parent or legal guardian will be provided written notification. For more information, please refer to Policy 6013 in the UCS Board Policies located on our website.

SEMESTER EXAM PROCEDURES

Students in grades 7-12 who are enrolled in semester long classes will take end-of-semester exams for each class. Students enrolled in year-long classes will feature a mid-term exam. Students enrolled in year-long courses may only be exempt from the final exam. The protocols for exemption will be as follows.

Exam Exemption Criteria

- OPTION 1
  - *Academic: 90% Proficient or Better*
  - *Discipline: No more than 3 Level One offenses, and NO Level Two or Level Three infractions*
- OPTION 2
  - *Academic: 80% Proficient or Better*
  - *Semester Attendance: No more than 5 absences (in the class).*
    3 unexcused tardies (per class) = 1 absence for exemption purposes
  - *Discipline: No more than 3 Level One offenses, and NO Level Two or Level Three infractions*

- Any student may elect to take an exam in order to raise their proficiency or mastery level even if they are exempt.
- Student attendance will be recorded EXEMPT beginning on exam days if they are exempt from exams.
- A parent permission form will be sent home the week before exams for students to sign in and out once exam days start.
- A list of students with permission to sign in and out will be compiled and managed at the front desk.

SCHOOL DANCES AND FUNCTIONS

UCS will provide extracurricular activities throughout the year outside of the regular school day. In order for students to attend, students and parents must agree to any terms and conditions for participation to include any entrance fees, times for drop off and pick up, specialized dress code, chaperoning, restrictions for age groups, etc. Participation may be denied to those who do not agree to uphold the positive character and image of UCS and/or the parameters in place for attendance in the individual dance or function.

SCHOOL RESOURCE OFFICER

UCS employs (1) full time school resource officer (SRO) through the University of West Alabama's Police Department.

SPECIAL EDUCATION

UCS will provide free and appropriate educational and related services to students with disabilities who qualify under state and federal guidelines. Special education students include students determined by the school's multidisciplinary team, upon review of psychological, educational, and/or physical evaluation results, to have intellectual and developmental disabilities, hearing impairments, speech or language impairments, visual impairments, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, and students who are classified as gifted. The plan for special programs and procedures for exceptional students includes screening procedures, pre-referral activities, referral procedures, eligibility criteria, program placement, program dismissal, and descriptions of program organization and operations.

The University Charter School special education program shall conform to the provisions adopted by the board and shall function in accordance with the provisions of state and federal law, State Board of Education rules, and other applicable provisions of board rules. Mrs. Lisa McHugh (lmchugh@universitycharterschool.org) is our Special Education Coordinator.

STUDENT DRIVERS

PERMITS AND PARKING PROCEDURES

- Students who wish to drive and park their vehicle at the UCS campus must complete a 2026-2027 Student Driver Application.
- Students who are selected to receive parking privileges will be notified via UCS email and informed of next steps.
- Vehicles parked on UCS property that do not have a valid decal will be subject to ticketing and fines from UWAPD.
- Students may only park in designated areas.

STUDENT DRIVER SAFETY AND SECURITY ASSUMPTIONS

- Per UCS Policy 1106, students are permitted to park on UCS Property as a matter of privilege, not of right. The school retains authority to conduct routine patrols by school administrators or their designee including School Resource Officers, Law Enforcement Personnel, and K-9 units, of areas in which students park on UCS Property, including, but not limited to, inspections of the exteriors of students vehicles. The interiors of student vehicles may also be inspected and searched whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.
- All UCS student drivers are subject to UWA Police Department's traffic rules and parking regulations.
- Substances and/or devices considered against the student code of conduct and other safety policies (UCS Policy 1015, 1030, and 1105) are not permitted in cars on UCS Property by drivers or passengers.
- Weapons or anything that can be used as weapons are prohibited in school and on UCS Property. This prohibition includes student vehicles on UCS Property.
- Students will not be permitted to retrieve forgotten items from their cars during the school day.

STUDENT RIGHTS AND RESPONSIBILITIES – Please reference the full policy for UCS Harassment 1210.

The policy of the University Charter School is to maintain a safe, orderly and caring educational and professional environment that is free from harassment, bullying, and discrimination. Any type of harassment, bullying and discrimination is prohibited by this policy.

Violations of this policy may result in disciplinary action up to and including termination for board members and employees; sanctions up to and including suspension or expulsion for students; and appropriate school and legal action against parents or campus visitors.

Harassment may include, but is not limited to:

1 Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, religion, sex, national origin, age, disability or any other status protected by applicable law, or that of an individual's relatives, friends or associates;
2 Epithets, insults, jokes, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, age, disability or any other status protected by applicable law; or
3 Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, age, disability or any other status protected by applicable law that is placed, disseminated or circulated in the workplace.

SUPPLIES

Students are encouraged to bring paper, pens, notebooks, a planner, and their UCS issued device to school every day. With the exception of the UCS issued device, it is the responsibility of the family to provide these supplies as well as a backpack for transporting these items. Backpacks should be sized appropriately for the child. Backpacks with wheels are prohibited as they are often difficult for students to maneuver across campus and pose a trip hazard in the hallways.
The following are provided as suggested guidelines for safe backpack use:

1. Wear both straps. Use of one strap causes one side of the body to bear the weight of the backpack. By wearing two shoulder straps, the weight of the backpack is better distributed across the shoulders.
2. Wear the backpack over the strongest mid-back muscles. Pay close attention to the way the backpack is positioned on the back. It should rest evenly in the middle of the back. Shoulder straps should be adjusted to allow the child to put on and take off the backpack without difficulty and allow free movement of the arms. Straps should not be too loose, and the backpack should not extend below the low back.
3. Lighten the load. Keep the load at 15% or less of the child's bodyweight. Carry only those items that are required for the day or find a new lightweight backpack. Organize the contents of the backpack by placing the heaviest items closest to the back.

Supply lists for all classes are made available to the public each July. Please see your specific teacher for any other class-specific needs of school supplies. Donations of Tissue, Hand Sanitizer, Liquid Soap, Clorox/Lysol Wipes, Lysol, and Band Aids are appreciated in homeroom classrooms. If you are unable to provide your child with needed supplies, please let the counselor know. Additional school supply items may be requested by individual teachers throughout the year.

TESTING CALENDAR

All students at UCS in Grades 2-8 must participate in Alabama's standardized assessment (ACAP Summative) each spring. The ACAP Summative is meant to determine the level of proficiency for each individual student as measured to grade level and subject level expectations in reading and math (Grades 2-8) and science (Grades 4, 6, and 8 only). Specific days of in-class assessment will be shared with students and parents in advance of the assessment sessions. Other testing, both formal, school-based, and state-mandated, is also required for various populations. Ms. Crystal Ruffin (cmay@universitycharterschool.org) coordinates all testing and ensures that all stakeholders are aware of required testing in advance of test administration throughout the year.

TOBACCO, DRUGS, AND WEAPONS

University Charter School is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in in-school suspension, out of school suspension or expulsion. This rule, as all school rules apply, for after school events and school trips. In addition to banning tobacco or other nicotine delivery devices (Vapes, e-cigarettes, etc.), we strive to maintain a safe school environment by strictly prohibiting the use or possession of drugs (or paraphilia) and weapons at UCS. More information regarding these policies can be found by reading Policy 1105 (Possession of Weapons and Toy Weapons), Policy 1015 (Student Code of Conduct). These policies may be found in the UCS Policy Manual.

VISITORS

UCS encourages visitors to visit and to take part in the place-based, community-based work we do every day. All visitors must enter through the main entrance doors and into the main office. No unauthorized person may visit any part of UCS

without clearance from the UCS central office. Visitors must sign-in and provide proof of identification. If requesting a meeting with a teacher, visitors are asked to schedule these in advance to avoid interrupting the instructional day.

WEIGHTED GRADE POINT AVERAGES (GPAs)

When calculating the final average for a student taking an Advanced Placement (AP) or Dual Enrollment (DE) course, one point will be added to the 4.0 scale for a total weighted GPA calculated out of 5.0.

WORKFORCE SEAL

The Alabama Workforce Seal recognizes students who have successfully completed an approved Career and Technical Education (CTE) program of study and demonstrated preparation for the workforce. Students earn the Workforce Seal by completing **at least four credits within the same approved CTE pathway**, such as Health Science, Agriculture, Computer Science, Marketing, Educators in Training or another school and state-approved program. The seal is provided by the Alabama State Department of Education and placed on the student's high school diploma by the UCS CTE Director, signaling to employers, colleges, and training programs that the graduate has completed a rigorous sequence of career-focused courses and developed valuable technical and workplace skills. Students interested in earning the Workforce Seal should work with the guidance counselor and/or career coach to ensure they are enrolled in the appropriate course sequence.

Student Handbook Acknowledgement Form
2026-2027

All parents and/or legal guardians must sign the form below acknowledging that they have read the student handbook and are aware of the contents and implications.

Students in grades 4 through 12 must also sign below as an acknowledgement that they have received and reviewed these contents and implications.

This part of the student handbook is to be used for the explicit purpose of obtaining an official signature of the parent or legal guardian and will be filed in the school office.

In signing this form, I certify that I have read the student handbook, and I am aware of the contents and implications. After having read the information in the handbook, I am thoroughly familiar with the contents.

_____

Official Signature of Parent or Legal Guardian DATE

_____

Name of Student DATE