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# Student/Family Handbook 2023-2024

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**WELCOME**

On behalf of the entire staff here at Oasis Public Charter School, we welcome you and your family to our school community.

To ensure your child(ren)’s success in school, it is very important that we work together to create and maintain a positive relationship to ensure that your child(ren) receives the socio-emotional and academic support they need to be successful in developing positive relationships with students, staff, and to ensure success in their studies.

**BACKGROUND**

Oasis Charter Public School (OCPS) is an independent charter school that first opened its doors to students in 2002 and has been in continuous existence since then. Currently, OCPS is sponsored by Monterey County Office of Education (MCOE). OCPS responsibilities to MCOE are to maintain fiscal accountability, maintain compliance with the law and to ensure quality education and performance from our students. MCOE does

not have jurisdiction to hear complaints or intervene with the day-to-day operations of the school. Therefore, we ask that all concerns, issues, questions, and complaints be directed to the school's Executive Director or designee.

## **BOARD POLICIES/GOVERNANCE**

The Board of Directors and administration of the school collaboratively work together to develop sound fiscal practices, accountability, and policies that provide the foundation for governing the school. In that effort, it is important that the governance of the school is based on sound policies and best practices and are consistent with our goals and follow current law to achieve compliance. The school's website has a wealth of information that we encourage parents/guardians to take the time to review. By doing so, families will gain the necessary knowledge of how the school is expected to operate in the interest of its students and its responsibilities to the community it serves. The website is: [oasischarterschool.org](http://oasischarterschool.org)

**To assist parents/guardians with questions or concerns please use the following as guidelines:**

- Questions or concerns regarding non-academic questions, for example, attendance, general school information please contact our school office staff.
- Questions or concerns about your child's academics or classroom behavioral issues, please contact your child's teacher.
- Questions regarding the operations of the school or complaints please contact the Executive Director.

### Board of Directors

**Jackie Vasquez** President  
**Margie Wiebusch** Vice-President  
**Steve Duran** Treasurer  
**Maria Alvarez** Board Member  
**Jaime Stracuzzi** Board Member

**Dr. Natalie Zayas, Executive Director** (Non-Voting Member)

**Cathy Dozier, Clerk** (Non-Voting Member)

Oasis Charter School's Board Meetings are announced on the website and Parent Square. They are held the last Tuesday of every month at 5:15 p.m., unless otherwise noted.

### OASIS' VALUES, PRINCIPLES AND CULTURE

#### MISSION AND VISION STATEMENT

The mission of the Under Construction Education Network (UCEN) and Oasis Charter Public School is to bring together a diverse community to create a constructivist, culturally relevant learning environment. Through integrated project-based activities as well as direct instruction, group decision-making and family-based opportunities,

students will develop responsible citizenship skills, literacy, logical thinking, creative problems solving, and the ability to represent one's ideas in a variety of ways. Students will be able to identify issues, raise questions and evaluate options to seek answers. Through this model students will equip themselves with skills necessary to fulfill their personal aspirations and advocate for the common good.

The vision of the UCEN Board and Oasis Charter Public School is to provide students with the opportunity to reap the benefits of a small school setting with an interactive learning environment based on the Constructivist Learning Theory. Students will construct knowledge rather than passively taking in information. Teachers will provide integrated, project-based curriculum by using student strengths, interests, and curiosities. Through this form of instruction, students will develop a greater passion for learning and benefit from the experiences by enhancing their need to learn. All aspects of the program are based on a belief that the learner individually constructs their logical/mathematical knowledge and builds cognitive relationships that are directly influenced by their experiences from home and in school. Students will develop their capacity to learn based on interests, prior knowledge and the development of new knowledge while creating new experiences, learning to work collaboratively in a multicultural setting, and learning to respect and appreciate other learners of multicultural backgrounds.

### **PROGRAM GOALS**

- To provide a supportive and stimulating environment where the children's physical and emotional needs are met;
- To establish an atmosphere of respect for self and others;
- To provide an opportunity to become independent and responsible through self-directed and individualized activities;
- To provide children with appropriate alternatives to cope with stressful situations;
- To help children learn how to participate and function well in a group;
- To help children develop self-control and a clear understanding of the expectations in this environment;
- To provide an environment where children will develop enthusiasm for learning, exploring, and creativity in the areas of: art, drama, literature, music, social science, science, and mathematics through the use of constructive play activities, cooking, movement, woodworking, large-motor skills and field trips;
- To provide ample opportunity for students to learn through physical activity and outdoor play;
- To ensure a safe environment, both indoors and out;
- To be supportive of families, encouraging involvement and open communication.

### **SCHOOL CULTURE AND VALUES**

At Oasis, we stress the importance of being a lifelong learner and emphasize the importance of being the best scholar our students can be.

#### **Habits of an Oasis Scholar:**

- Growth Mindset
- Empathy

- Perseverance
- Optimism
- Flexibility
- Gratitude

**Oasis Core Beliefs:**

- It's necessary to maintain the dignity and value of our Oasis community;
- All experiences should be viewed as an opportunity for individual growth;
- Students should take ownership of their actions;
- There should be a logical connection between any behavior and the outcomes.

**CONTACTING THE SCHOOL for Help: Questions or Comments**

To assist parents/guardians please use the following as guidelines:

**1. Questions or concerns regarding non-academic questions, for example, attendance, general school information please contact our school office staff.**

Office Staff phone # 831-424-9003.

- Mariana: Family Liaison and front desk
- Cathy: Administrative Assistant
- Grisela: Office Manager (human resources, payroll, accounts payable and receivable, truancy, CalPads reporting, oversees custodial and kitchen staff)
- Ellie: Behavior Coordinator
- Scott: Special Projects and Academic Coach

**2. Questions or concerns about your child's academics or classroom behavioral issues, please contact your child's teacher. Please use Parents Square messaging for private messages with your child's teacher.**

**3. Questions regarding the operations of the school or complaints please contact Administration:**

- Dr. Natalie Zayas, Executive Director - call the office to schedule an appointment
- Stephanie Curley, Instructional Coordinator - call the office to schedule an appointment

**Monday - Friday Office Staff: 8:00am – 4:00pm**

**Some Wednesday's the office closes from 1:30-3:00 for a staff meeting**

**Monday - Friday Teachers: 7:45:am – 4:00pm**

**School Day Hours for Students:**

Kindergarten - 8:30am to 2:45pm

1st through 6th - 8:30am to 3:00pm

Breakfast Program - 7:45 to 8:15 am

### **Wednesdays and other minimum days:**

All grades: 8:30 am-12:30 pm

### **REGISTRATION**

Oasis is dependent on attendance and having all of our classes full. Once a child has become a part of the Oasis community, they are automatically included in our planning for the next school year. **It is critical that you notify us if your plans change and if you do not plan on continuing in the program by March 1, 2024. Students who do not report for the first two days of the school year will be dropped from the roll on the third day so those on the wait list can be seated. The office staff will make at least two attempts to reach out to the family by phone.** Families may request re-enrollment forms, but re-enrollment is due by March 29, 2024.

### **ENROLLMENT**

Once the student has been accepted, a registration packet is given to the family for completion. All required documents must be submitted and all pages must be filled out before a child can start school.

If a student has an active Individualized Education Plan (IEP), the family is responsible for providing the school with the latest copy. The student can start school once the complete packet has been turned in to the office. Otherwise, we must wait for the previous school to mail them to us.

### **ILLNESS**

Oasis Charter Public School makes every effort possible to protect the health and safety of your children.

- A child with a sore throat, obviously infectious discharge from the nose, cough, fever, rash, earache, diarrhea, or other physical ailment **must be kept at home**. If such signs are evident when a child is brought to school, he/she cannot be admitted without documentation from your pediatrician that the symptom(s) exhibited are not contagious to other children, e.g. rash due to a reaction to medication.
- Should a child exhibit symptoms of illness during school hours and we are unable to contact a family member, we will contact those persons indicated on the Emergency Form.
- Sick children must be picked up from school **as soon as possible** to avoid further infection. **If you are unable to be at school within 30 minutes, others on your emergency card will be expected to pick them up.**
- Adult family members should notify the office and teacher immediately if a child contracts a *communicable* disease.

### **Allergic Reaction**

Should a child exhibit symptoms of allergic reaction to medication, food or beverage, insect bite, etc., the family will be notified. Please make sure we are aware of any serious



allergy.

### **Medication**

When possible, families are advised to give medication at home and on a schedule other than during school hours. If it is necessary that medication be given during school hours, it can be administered to children only when a signed, written order with proper instructions is submitted **by the child's physician**. The medication is to be in the original container with appropriate label instructions intact. A teacher or staff member will administer medications. Written records are kept on any medication given to a child at Oasis. Families are required to sign a Medical Consent Form. Please read Board Policy and Administration Regulation Section V Article XVII, "Administering Medications and Monitoring Health Conditions," for further information. Board policies are on the Oasis website.

### **Emotional Well Being**

Success in school requires a peaceful mind. Sometimes, events at home can strongly affect a child's concentration and/or their ability to function as usual. Please notify the teacher and the office if there are any life changing events i.e. new baby, death in the family, divorce and the like.

### **Immunization**

In order for your child to attend Oasis Charter Public School, a health certificate form and a current immunization record completed by your physician or an exemption affidavit if permitted by State Law, must be on file at the school **prior to the opening day**.

### **Non-illness Related**

Head lice is a common condition that at times happens during the winter and summer. Having head lice is not a reflection of the socio-economic status of a family or lack of hygiene. Although we understand head lice is a nuisance, it is not considered a contagious disease or illness. According to the California Department of Public Health Division of Communicable Disease Control, a student with lice is to be sent home at the end of the school day and all family members should be treated that night. A letter from the school will be sent home to all families so they can check their child at home.

### **ATTENDANCE**

Attendance is necessary for good learning. When children are absent, even for one day, they miss important instruction and events and feel less connected. We want your child to feel that school is important. When your child is not feeling well or is ill, however, please keep them home.

#### **Absence due to illness**

Call the office as early in the morning as possible to let the office know. An email or written note is an acceptable way to let us know that your child will be missing school.

**Please include the reason why.**

Even when you call to inform Oasis of an absence, a robo call goes out of our attendance system. If you have called, please know this will be corrected in the system.

If you do not let the school know that your child is ill, the office staff will make several attempts to reach out to the family to find why your child is absent. If you do not clear absences with the school, you may be subject to a truancy letter. After 3 absences in a row, the office needs a physician note.

**Student attendance is critical to the financial life of Oasis. In order to operate, Oasis Charter Public School receives funding from the state, the amount of which is determined by student attendance.**

### **INDEPENDENT STUDY**

Independent Study is an alternative for long term absence. Students on independent study maintain and practice their skills. Please contact your child's teacher a **minimum of five days before any planned absence so that your child's teacher can create an appropriate independent study packet.** Independent study must be approved by the classroom teacher and by administration. Independent study is always appropriate and beneficial when a student is sick for a long period of time or during family emergencies. Once on independent study, children must complete the assigned work in order to get credit for the school days missed. We will provide independent and appropriate academic work for a **maximum of two weeks.** Oasis' faculty and staff strongly suggest that your family make vacation plans when school is not in session. Extended vacations disrupt student's learning and it impacts the classroom environment. **Requests that are less than 5 days are subject to disapproval.**

### **PROMPTNESS**

It is important that your child arrive on time each day. Teachers begin the school day at **8:30 a.m.** **Children who arrive late often miss important morning routines and learning activities. Children have a better day academically if they arrive on time and can participate fully in the day's program.** It should be noted that **three unexcused late arrivals** are equal to one unexcused absence.

If a student arrives at school after 8:30 a.m. three or more times, we will make a maximum of three attempts to meet with the family to find a solution to the problem. The family will also be notified in writing of the issue and the meeting date, time and location. If the problem persists, we have a legal obligation to report the issue to the Monterey District Attorney's Office for truancy. California Education Code Section 48260 (a) states that any full-time student who is absent from school without a valid excuse for three full days or tardy for more than any 30-minute period during the school day on three occasions in one school year, or any combination thereof, is considered truant and must be reported.

**If you drop your child off late**, ten minutes or more after school has started (after 8:30

am), you need to come into the office to sign your child in for the day.

### **EARLY DROP-OFF**

Oasis provides supervised early drop-off beginning at 7:45 a.m. at no charge to the family. Students can be dropped off as early as 7:45 a.m. at the playground, however, we do not have supervision available before this time and ask that you do not drop off your child earlier than 7:45 a.m. Breakfast is provided free of charge for every student from 7:45 a.m. - 8:15 a.m. daily.

### **DISMISSAL**

Kindergarten students are dismissed at 2:45 p.m. and students in grades 1st-6th are dismissed at 3:00 p.m. Families have a 10 minute window to pick up their children from school. Minimum days dismissal 12:30pm

### **SIGN IN/SIGN OUT PROCEDURES**

**For safety reasons, it is important for the office to know who is on our campus at all times.** We require **all adults on campus to sign in and out.** Please stop by the office when you arrive at school to take care of this procedure. All guests must register in the office and should receive a visitor's pass. Please wear your pass as staff members have been instructed to redirect any person without a visitor's pass back to the office.

If your child needs to leave school early for any reason, you will need to sign them out in the school office. Please do NOT go to the child's classroom first; go directly to the office to sign your child out. The office will call for your child to come to the office.

### **SAFETY PROTOCOLS AND PROCEDURES**

Given the increase in school violence in our nation, Oasis has taken several steps to ensure the safety and well-being of our students, staff, guests and volunteers. We have safety plans to keep our community safe. These plans are revised yearly and Oasis administration and staff regularly attend safety training. Our community has monthly drills to test our plans and make the necessary changes. Our comprehensive safety plan has been reviewed by fire and police. We also have an annual fire inspection.

### **TECHNOLOGY USE**

To better serve our students through the use of technology and provide with the best tools for learning, Oasis provides our 1st - 6th grade students with a school computer for school use only. All students should remember that electronic media and services provided by the school are school property and their purpose is to facilitate and support their learning and school work. Therefore, all computer users, including students, have the responsibility to use these resources in an appropriate, ethical and lawful manner.

To ensure all students are aware of these responsibilities, Oasis has adopted guidelines that have been established for using the internet. However, no policy can lay down rules to cover every possible situation. Instead, it is designed to express Oasis' philosophy and set forth general principles when using media and services.

Cyberbullying will not be tolerated at Oasis. Students will lose the privilege to their school computer if they choose to participate in cyberbullying.

Using a school computer is a privilege. Please discuss with your child proper use, care, and responsibility.

### **SCHOOL-FAMILY CONNECTION**

Oasis is a school committed to working closely with families to create an atmosphere best suited to your child's needs. As a team, families and teachers can have very positive effects on children's social and academic development.

At Oasis there are three ways in which teachers formally communicate with families:

#### **1. Parents Square**

The school and teachers communicate through Parents Square. You can add the app to your phone to keep up with announcements and information.

#### **2. Narrative evaluations and progress reports**

Narratives are written to inform families about the progress being made by the student. Narrative evaluations are a way for the teacher to share their insights about your child's growth and development in all areas of development. The progress report cards are provided to the families in an effort to keep them informed of their child's academic program and before the narrative evaluations are written. Narratives are mailed home in the summer.

#### **3. Student-involved conferences**

Student-involved conferences are scheduled twice a year, in Fall and in Spring. During the conference, your student will share his/her insights into their own areas of strength and areas of challenge. You or the teacher may request additional conferences whenever it is felt appropriate.

#### **4. Meeting with teachers**

In addition to these formal opportunities to talk with staff, you are welcome to confer with the teacher about your child as needed. Message the teacher on Parents Square to arrange an appointment.

### **GOALS AND EXPECTATIONS**

**Every child has the right to learn and Oasis wishes for everyone to enjoy learning. If a child chooses to disrupt the learning of others, he/she might be sent home for the day.**

Oasis has adopted the "Love and Logic" behavior management approach. The standards of behavior that we strive for at Oasis are posted in each classroom and throughout the school. They are the goals and expectations for everyone in the Oasis Community,

including students, families and staff.

**They are:**

- Listening Actively
- Being Respectful
- Being Trustworthy
- Doing Your Personal Best
- Being Truthful

#### THE WHY AND HOW OF GUIDANCE

Setting limits for children provides them with the security of knowing that their strong emotions will not get them into trouble. In an atmosphere of love and respect, teachers accept the responsibility for stopping unacceptable behavior until children are able to do so for themselves. The following positive approaches to guidance are used to help children behave constructively:

- Redirection
- Consistency
- Planning ahead to prevent problems
- Positive encouragement
- Peer Mediation
- Teacher Counseling

The following list of rules is intended to contribute to the safety and positive learning experience of all. All rules apply to behavior on school property and at all school functions, including field trips, festivals, and other community wide events. **All members of the Oasis community are to be respected at all times.** This includes all children, teachers, staff, and family members. **No form of emotional or physical hurt is tolerated and appropriate measures will be taken depending on the severity of the situation.**

#### OASIS SCHOOL RULES:

1. Keep your hands and feet to yourself.
2. Speak to others with respect.
3. Treat school property and the property of others with respect.
4. Clean up your area.
5. Follow directions.

#### DRESS CODE

Oasis is not a uniform school. We do, however, expect students to arrive in clothing that is appropriate and safe for school. The Executive Director or designee has the final say as to the appropriateness of any garment. If you send your child to school in clothing that violates the dress code, you will be called to bring them other clothes.

**The following are the rules regarding dress at Oasis:**

1. Students should wear shoes with rubber soles. Tied or Velcro shoes **without wheels** are appropriate. Sandals are fine on hot days if they have an ankle strap. Sandals and Crocs are NOT APPROPRIATE FOR PE. If shoes are not appropriate for school, children will not be permitted to participate in all activities. (i.e. Physical Education and walking trips).
2. Clothing must cover midriff, shoulders, chest and back.
3. Hats and hoods are appropriate to be worn **outside only**.
4. Clothing should be free of inappropriate messages (i.e. beer logos, rude sayings, references to drugs, alcohol or obscenities, adult or sexually explicit content, or anything that implies a negative message about school or any group of people).
5. Shorts and skirts should be right above the knee level. We strongly encourage girls to wear leggings or shorts under skirts so they can comfortably participate in all school activities.
6. **Gang related apparel shall not be worn according to Education Codes, EC 35183 and 48950.**
7. Clothes should be marked with your child's name for easy location in the lost and found (Please note that clothes left in the lost and found for longer than one month will be donated to charity).

**FAMILY SUPPORT**

We strongly encourage ALL families to contribute a minimum of 60 hours in family participation time. Please talk with your child's teacher or a member of the Oasis Community Council if you are needing help in figuring out how you can best participate. If you plan to volunteer on campus or in the classroom you are required to make arrangements prior to your participation. We ask that you let the teacher know 48 hours in advance, but you are always welcome to come by and help when you have time.

**Family support is strongly encouraged from every Oasis family as it is critical to the success of our school.** Adult family members are needed to help with day to day classroom support, field trips, fundraising and Enrichment Club activities. Family members are also encouraged to share their hobbies, professional and work experiences and passions with Oasis students.

Please help us to make each day the best that it can be for every child. **Your job as a volunteer is to interact with children. Please plan to focus on the students when you are volunteering on the yard, during a field trip or in the classrooms.**

**Always check in the office first to sign in/out and before you leave. This is a legal requirement and for safety purposes.**

Teachers need to have all their attention on the children, so please do not come in to discuss your child at arrival/dismissal time or during class time. If you need to talk with your child's teacher please make an appointment. You can do so by messaging the teacher through Parents Square.

**We further request that you do not join teachers or supervising adults on the playground for conversation, as their main purpose is to interact with and monitor children. This is a special time that requires the adult's full attention on all the children.**

### **General Conduct Expectations:**

- Parents/volunteers may not interfere with classwork, instruction or extra-curricular activities. School employees are fully and solely responsible for delivering instruction, supervising student classwork, and extracurricular activities. Any parent involved as a volunteer is under the direct supervision of a school employee.
- Parents/volunteers may not impose student discipline or interfere with student discipline. School employees are fully and solely responsible for imposing student discipline.
- Any parent/volunteer may be asked to leave if their presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities.

Behavior that is disruptive to the educational environment cannot be tolerated. It's our priority to ensure a safe learning environment for all students, staff, guests and volunteers. Oasis remains committed to the education and safety of all our students and look forward to working with the families and all parents in partnership.

### **PHOTOS AND MEDIA RELEASE**

Volunteers and family members are not permitted to take student photos, unless permitted by the school in writing.

### **FINGERPRINT CLEARANCE**

All adult family members who volunteer to drive on a field trip must have a copy of current auto insurance coverage, copy of driver's license, copy of their driving record, copy of current auto registration, and fingerprint clearance on file in the school office. Any adult volunteer who will be with children outside of the direct supervision of a member of the Oasis staff must also have fingerprint clearance on file. Check with the Office for paperwork needed to get fingerprint clearance.

### **EXPECTATION FOR OASIS EVENTS**

At Oasis we plan a number of events for the entire family. Some of our events include camping trips, fairs, barbecues, galas and dinners. Any Oasis event taking place on or off school grounds, **at which Oasis students are present**, adults should model positive behavior for the students. In addition, all student events are drug and alcohol free.

### **CURRICULUM**

The curriculum at Oasis has, as its basis, an understanding of the developmental steps of growth in children. The curriculum is designed to help each child grow in his/her

intellectual, social/emotional, and physical capacities. Our teachers follow a Scope and Sequence that is aligned to the Next Generation Science Standards, Common Core State Standards and other state standards. Many experiences that enhance your child's understanding of his/her world are provided daily. A typical day will include teacher-directed and child-directed activities in academic experiences as well as art, role playing, singing, creative movement, building, supervised indoor and outdoor play, discussion, and storytelling.

### **ENRICHMENT CLASSES**

Enrichment is a unique Oasis program that may include: art activities, sports, games, science exploration, dance, yoga and/or many other possibilities. It is designed to provide children with a wide variety of activities they may not be able to have in other settings. Enrichment clubs are loved by Oasis students. We have three enrichment cycles, Fall Harvest, Spring Gala, and Boxland. Watch ParentSquare for information.

### **AVID (Advancement Via Individual Determination)**

Oasis is an AVID Elementary Certified School. Students at Oasis use many AVID strategies to help them improve their academic skills and prepare them for college and career readiness. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are used to guide instruction. Our school follows our AVID Core instructional values which focus on vocabulary, collaboration, level of critical thinking, and questioning. Additionally, students will visit colleges in our neighboring areas as part of our AVID commitment.

### **BIRTHDAY OBSERVANCE**

Oasis celebrates children's birthdays each month. **If you want to serve a treat on your child's birthday it MUST be discussed with your child's teacher.** Oasis is a Blue Zones certified school which means that we serve **healthy foods and expect/encourage healthy snacks i.e. fruit or yogurt. Please be sensitive to the fact that many parents are concerned about the sugar content and children's allergies. Cupcakes, candy, cakes, and ice cream are wonderful for your out of school parties but not in classrooms.**

### **CLOTHING AND PERSONAL BELONGINGS**

Activities at Oasis are often messy. Please send your children in play clothes that are not "precious" and can be easily washed. Teachers will discuss with children the types of objects that are welcome for sharing with the class.

Toys or personal belongings from home are not to be brought to school unless requested by the teacher. **Make-up or perfume are NOT allowed at school.** Children may bring chapstick or lip balm when necessary. **Money is only to be brought for school events unless exceptions are discussed and cleared with your child's teacher.**

### **CUSTODY AGREEMENTS**

Oasis will make every effort to accommodate custody agreements. If either parent has a custody concern a copy of the custody agreement should be on file in our office.



## EMERGENCY SITUATIONS

In the event of a serious emergency requiring immediate medical attention, 911 will be contacted. You or those on your emergency card will be notified as quickly as possible. In the event that we must evacuate the school building, teachers will walk children to the field or the Costco parking lot for more serious concerns.

## FIELD TRIPS

Field trips are an exciting part of education at Oasis. These experiences are rich and full of wonderful opportunities to create and extend the curriculum in your child's classroom. On your initial enrollment forms you have been asked to give permission for your child to attend field trips. During the year, your child's teacher will notify you in advance of major field trips and details. All field trips that require transportation are taken in parent/teacher-driven cars and vans or buses when funding is available.

Be assured that the safety and wellbeing of your student is our top priority. It is our responsibility to notify parents via ParentSquare in the event of a change of field trip location. Be assured that your child will be cared for and will be appropriately supervised.

- **Field trips are a privilege.** Any students with academic or disciplinary problems may not be permitted to attend field trips. The sponsoring teacher and Executive Director or designee will make the final determination on a case by case basis.
- Field trips will relate to the academic learning environment.
- Teachers will have an itinerary, list of chaperones and their groups and students emergency contact information.
- If the destination is not available (weather, closure, etc.), the field trip will be canceled, postponed, or simply changed.
- Chaperones will be assigned groups. They must stay with the groups at all times unless the teacher in charge makes changes. The teacher in charge will be responsible for group activity. Chaperones will caravan there and back together. **Everyone will depart together and return together. NO side trips are allowed.** In case of emergency, the teacher in charge will make a determination depending on the situation. If a child's behavior and safety is a serious concern, the school may require a student's family member to accompany the child to provide one-on-one supervision to their child.
- Vehicles must adhere to all California vehicle codes. Child seats must be used according to the vehicle code. All drivers **MUST** have a current copy of their driver's license, vehicle registration, and insurance on file with the office as well as fingerprint clearance. **By law, all chaperones MUST have a list of the students riding in their vehicles.**
- **ONLY STUDENTS IN THE CLASS GOING ON THE FIELD TRIP ARE ALLOWED TO GO. NO FAMILY MEMBERS OR STUDENTS FROM ANOTHER CLASS ARE ALLOWED TO GO. CHAPERONES MUST MAKE ARRANGEMENTS IN ADVANCE. No siblings are allowed on field trips.**

- If there are not enough drivers or chaperones, the field trip may be canceled, postponed, or simply changed. Teachers should find alternate drivers and chaperones.
- Each chaperone and the teacher(s) in charge will have cell phones (or walkie-talkies). Constant communication and meeting places are a must. A head count will be made on a regular basis.
- Any student misbehaving on a field trip may be sent back to school or family will be contacted to pick up the student and/or he/she will be excluded from future trips.
- Field trips are school sponsored activities and all school rules will apply. Students are to be respectful to all chaperones, teachers and employees of visiting sites.
- Overall responsibility lies with the organizing teacher(s).
- Safety is the main issue when going on a field trip. Liability is the next biggest issue. A well planned, thought out field trip can often result in a wonderful and motivating experience for everyone involved.

Upon enrollment, the family or volunteer will be asked to sign a release of liability for participation in the school sponsored activity, except for that in which Oasis is responsible under California law.

### **HOMEWORK POLICY:**

Each teacher will have their own homework policy. The current view on homework is that children are tired after a long day at school. We understand that many students have outside activities they participate in and we also believe that family time is important. If your teacher gives homework they will let you know.

### **INJURY/ ACCIDENT REPORTS**

In the event of a serious accident or injury the family will be called and the accident described by a member of the Oasis staff. This call will be made to families for any head injury. In life threatening situations Oasis will be required to call 911 for emergency medical care. **As an example of life threatening circumstances, a student is bleeding profusely, is unresponsive or unconscious, or has a medical history that requires immediate medical care.** An Accident Report form is to be filled out whenever a child is taken to the doctor or goes home as a result of an injury that occurred at the school. In the event that your child needs additional medical attention, please contact the office to notify us. Oasis does not have nurses on-site and we are not certified to administer or give any student any type of medical care beyond First Aid. All staff are trained in CPR/First Aid, tourniquets, Epi-pen usage, and Narcan administration.

### **INSURANCE**

Student health insurance is not provided by Oasis Charter and is the sole responsibility of each child's family.

### **LOST AND FOUND**

A Lost and Found container is located in the great room. **Once a month, those items not**

**claimed will be donated to charity.**

### **SNACK AND LUNCH**

Good nutrition is the fuel for good learning. All children need a good healthy breakfast daily. The State of California has mandated that schools provide breakfast and lunch. Breakfast is from 7:45 a.m. - 8:15 a.m. If you want your child to have breakfast that the school provides, they need to be at school by 8:10 a.m. Otherwise, please make sure your child has something to eat before they arrive at school. Protein for breakfast is a great choice. When children are hungry, they leave class to eat and miss out on instructional time.

Lunch is served at school and the menu is posted each month in ParentSquare. If your child does not like the lunch, please send a lunch with your child. **Do not include sugary snacks, and/or drinks. Soda is not allowed at Oasis, nor is candy or sugary foods. These will be taken away and you can pick them up at the office.** As we are trying to promote good health, we ask that you make sure you are sending food your child will eat. Glass bottles are not allowed at school. We have a drinking faucet and water machines. Students need to bring their own water bottle. Oasis will not provide water bottles or cups for them. Water bottles in the past have been used to throw or get lost. We need children to bring their own and be responsible for them.

**A morning snack helps keep kids going.** In accordance with the growing body of information on both nutrition and behavior, we ask that you make every effort to provide healthy, nourishing snacks for the children. **We provide fresh fruit for snacks. Please avoid sugary snacks if you send them with your child.** Water is the healthiest thing for children to drink. Please note above that children are invited to bring a bottle of water to school each day. The bottle should have their name on it. Healthy snacks include crackers, cheese, fruit, and/or veggies. **Hot Cheetos, Takis or any other spicy and/or sugary or salty snacks should stay home.**

### **STUDENT CELL PHONES**

Students should leave personal cell phones at home, this includes smart watches. We understand that many students use their phones as their main source of communication with parents. **Cell phones, Apple watches or other internet/phone devices are to be kept in the student backpacks and are not to be used during the school day.** Staff may take students' cell phones if they see them out. A parent or guardian will be asked to pick up the student phone at the end of the day.

### **OFFICE**

The school office is open Monday – Friday from 8:00 a.m. until 4:00 p.m. The school phone number is 831-424-9003. Do not be alarmed if you hear a recorded message. The messages are checked regularly during the day. Please call with any concerns or questions you may have. To meet with one of our two administrators, Dr. Natalie Zayas, Executive Director or Stephanie Curley, Instructional Coordinator, please call to make an appointment. The office is very busy and walk-ins may not be accepted.

## **PARKING AND TRAFFIC FLOW**

We are tenants of Westridge Center. It is important that we allow our neighbors some of the parking spots. The parking spots closest to the ABC building (or what we call the Upper Grade building) must be allotted for their use. **To aid traffic flow we are asking that you please use only the Boronda Street entrance to come into the parking lot and that you exit onto Westridge Parkway.** Pulling up, just to drop off your child is permitted as long as you remain in your car. Please DO NOT park in the fire lane and DO NOT leave minor children inside the vehicle. You may park in the vacant lot across from the school. Use the crosswalk between the vacant lot and the school, this is marked and is closer to Costco.

## **TESTING**

Because Oasis is a California Public School we are required by law to administer the state mandated tests such as CAASPP and ELPAC. We also do our in-house assessments through NWEA/MAP testing. These assessments help teachers know how to group children to better assist them in their learning. These also show your child's progress as they are adaptive assessments.

A school and its employees may discuss the Standardized Testing and Reporting program with adult family members and may inform them of the availability of exemptions under Education Code section 60615.

We believe that if children are demonstrating progress we are being successful. Increasing test scores is NOT our primary function. That being said, test scores do matter to us as well as in the eyes of the State and our chartering agency. Your support in helping your child(ren) do the best they can is greatly appreciated. One of our major goals is teaching for understanding. Please remember that a test is just a snapshot of a child on a specific day. The portfolios, work samples, and other forms of assessment used by the teachers of Oasis are also valid measures of children's progress.

## **PRA Copying Fee**

PRA = Public Records Request. The school will produce requested documents with a copying fee of \$0.25 per page. We can send documents electronically at no charge. If you make a PRA request, you need to let us know how you want the documents. Please check the website to see if the documents you seek are already available.

## **NOTICE TO STUDENTS, PARENTS AND STAFF REGARDING THE USE OF CAMERA SURVEILLANCE ON SCHOOL PROPERTY**

For the safety of our students, staff and visitors, Oasis Charter Public School employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time. Surveillance cameras will be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of the school's building or all

the activities. Oasis Charter surveillance cameras will not be installed in “private” areas such as restrooms, private offices (unless consent by the office owner is given), or classrooms. Surveillance videos will not be released unless required by law.

## APPENDICES

- I. Medication Release Form
- II. Attendance Policy
- III. Pregnant and Lactating Students
- IV. Nondiscrimination Policy
- V. Title IX- Sexual Harassment Policy
- VI. UCP Form and Procedures
- VII. Annual Notice
- VIII. Independent Study Policy



**MEDICATION AUTHORIZATION FORM**

Name of Child: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Grade : \_\_\_\_\_ Teacher: \_\_\_\_\_

California Ed Code 49423 allows the school nurse or other designated school personnel to assist students who are required to take medication during the school day. This service is provided to enable the student to remain in school or maintain or improve the potential for education and learning. Medication must be in the container in which it was purchased with a pharmacy label attached. No medication (including over-the-counter medication and supplements) will be given at school without a current prescription from a California licensed physician.

Name of medication/strength of tablet, capsule or liquid: \_\_\_\_\_

This medication a controlled substance?    Yes    No

Dosage: How Often? \_\_\_\_\_ Time to be given at school: \_\_\_\_\_

Reason for medication/Diagnosis:  
\_\_\_\_\_

\*\*\*\*\*

I request that my child, \_\_\_\_\_, be assisted in taking the above prescribed medication at school by authorized persons. I will comply with the school’s policies and procedures. I will notify the school if there are changes in my child’s health status, changes in medication or change in health care provider. I authorize exchange of information between my child’s Physician, and Oasis Charter Public School with regard to this medication request.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# FORMULARIO DE AUTORIZACIÓN DE MEDICAMENTOS

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_

Grado : \_\_\_\_\_ Maestro(a): \_\_\_\_\_

El Código de Educación de California 49423 permite que la enfermera de la escuela u otro personal escolar designado ayude a los estudiantes que deben tomar medicamentos durante el día escolar. Este servicio se proporciona para permitir que el estudiante permanezca en la escuela o mantener o mejorar el potencial de educación y aprendizaje. La medicación debe estar en el recipiente en el que se compró con una etiqueta de farmacia adjunta. No se administrarán medicamentos (incluidos medicamentos y suplementos de venta libre) en la escuela sin una receta actual de un médico con licencia de California.

Medicamento/ dosis / pastilla / liquido \_\_\_\_\_

Este medicamento es una sustancia controlada?? Si No

Dosis: Con que frecuencia? \_\_\_\_\_ Tiempo para ser dado en la escuela: \_\_\_\_\_

Motivo de medicación / diagnóstico:  
\_\_\_\_\_

\*\*\*\*\*

Solicito que mi hijo(a), \_\_\_\_\_, reciba ayuda del medicamento recetado anteriormente en la escuela por parte de personas autorizadas. Cumpliré con las políticas y procedimientos de la escuela. Notificaré a la escuela si hay cambios en el estado de salud de mi hijo, cambios en los medicamentos o cambios en el proveedor de atención médica.

Autorizo el intercambio de información entre el médico de mi hijo y Oasis Charter Public School con respecto a esta solicitud de medicamento.

\_\_\_\_\_  
Firma del Padre / Tutor

\_\_\_\_\_  
Fecha



**Oasis Charter Public School**  
A small school for kids with BIG ideas.



## **Attendance Policy**

**Policy Adopted: 4/26/2022**

**Revised: 3/28/2023**

**Section V Students Article VII**

**Attendance**

The UCEN Board and Oasis Charter Public School (OCPS) recognize that student accountability for attending school every day and on time is a high priority for the Board and School. Consistent school attendance and punctuality are essential to student progress and academic achievement. Furthermore the school is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. Therefore, the Board and school have established Attendance Procedures that are in compliance with Education Code (EC 48205, EC 48260) and the compulsory education laws of California. It is important for parents/guardians and family members to support their children's education by ensuring daily school attendance and punctuality. The Board and School highly encourage parents to read the Administrative Regulation, Section V, Article VII - Attendance, which is posted on the school website under the tab, "Board" and "Family Handbook". Any questions or concerns regarding this policy please feel free to contact the school Executive Director or designee.

**Administrative Regulation Adopted: 5/31/2022**

**Revised: 3/28/2023**

**Section V Students**

**Article VII Attendance**

Consistent student attendance and being on time is a major factor in the development of student learning. Therefore, it is incumbent upon parents/guardians that students attend school and are on time to ensure student success.

There are times in which students may need to be absent from school or on occasion to be late to school. When it becomes necessary for the student to be absent from school or late to school, the school's attendance policy shall be as follows for Excused and Unexcused absences.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board Policy and Regulations.

Insofar as class participation is an integral part of students' learning experiences parents/guardians are encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians knowledge or consent except in cases of medical emergency.

### **Excused Absences for Classroom Based Attendance**

All student absences shall be considered excused for the following reasons:

1. Personal illness, including an absence for the benefit of the student's mental or behavioral health;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic services rendered;
4. Attendance at funeral services for a member of the immediate family:
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if services are out of state;
  - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister or any relative living in the student's immediate household;
5. Appearance in court;
6. Observance of a holiday or ceremony of the student's religion;
7. Attendance at a religious retreat:
  - a. Attendance at religious retreats shall not exceed four (4) hours per semester;
8. Participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices and beliefs and traditions of a certain group of people;
9. Spending time with a member of the student's immediate family, who is an active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position;
10. Attending the student's naturalization ceremony to become a U.S. citizen:
  - a. Absences granted pursuant to this section shall be granted for a period of time at the discretion of the Executive Director or designee;
  - b. Notwithstanding Section 48200 a pupil shall be excused from school in order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience, for a maximum of up to five days per school year with the pupil's parent/guardian written note explaining the pupil's absence. Ed Code 48225.5(a)(2)

### **Methods of Verification of Excused Absences**

When students who have been absent and return to school, they must present a satisfactory explanation verifying the reason for the absence by using one of the following methods:

1. A signed, written note from parent/guardian;

2. Conversation, either in person or by telephone between an office staff employee and the parent/guardian or representative of parent/guardian;
3. The employee shall record the following information:
  - a. Name of the student;
  - b. Name of parent/guardian or representative;
  - c. Name of verifying employee;
  - d. Date or dates of absence and reason for absence;
  - e. Visit to the student's home by an Oasis employee or any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written recording shall be made including information outlined above;
4. Healthcare provider verification:
  - a. When excusing students for confidential medical services or verifying such appointments, school staff shall not ask the purpose of such appointments but may contact the medical office to confirm the time of the appointment. A healthcare provider's note of illness will be accepted for any reported absence;
  - b. When a student has eight (8) absences in a school year for illness verified by methods listed in #1-3 above without a healthcare provider's note, any further absences for illness must be verified by the healthcare provider;

### **Unexcused Absence and Tardy/Truancy for Classroom Based Attendance**

According to California Truancy Law, Education Code 48260, students shall be classified as truant if the student is absent from school without a valid excuse for three full days in one school year (commencing on the first day of student's enrollment), or tardy for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year or any combination thereof, shall be classified as a truant and such students shall be reported to the Executive Director or designee.

The parent/guardian of a student who is classified as a truant shall be notified of the following:

- a. The student is truant;
- b. The parent/guardian is obligated to compel the student to attend school;
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- e. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

The school administration shall work collaboratively with parents/guardians to implement steps to reduce truancy. The school may refer the parent/guardian to an appropriate in-house guidance service or appropriate social services agency.

1. Each unexcused absence will result in a call to the parent/guardian by an employee of the school office staff:
2. Upon reaching three (3) unexcused absences/tardies (more than 30, thirty minutes) or any combination thereof, the parent/guardian will receive Truancy Letter #1, the letter will include a copy of the Administrative Regulation, Section V, Section 10 - Student Attendance. The letter must be signed by the parent/guardian and returned to the school. A family liaison will make every effort for a home visit and/or requests to schedule a conference with the family. A copy of the letter may be sent to the District Attorney's Truancy Abatement Department;
3. Upon reaching five (5) unexcused absences/tardies, (more than 30 minutes), or any combination thereof, the parent/guardian will receive Truancy Letter #2 along with a copy of the Board Regulation, Section V, Article X - Student Attendance. A family liaison will make every effort for a home visit and/or requests to schedule a conference with the family. A copy of the parent letter may be sent to the District Attorney's Truancy and Abatement Department;
4. Upon reaching Seven (7) of unexcused absences/tardies (more than 30 minutes), or any combination thereof, the parent/guardian will receive Truancy Letter #3 along with a copy of the Board Regulation, Section V, Article X - Student Attendance. A Student Study Team (SST) will be scheduled with the school's Executive Director or designee, and others and the parent/guardian who will be required to attend, to mutually resolve the issue. A copy of the parent letter will be sent to the District Attorney's Truancy Abatement Department;
5. Upon reaching ten (10) unexcused absences/tardies (more than 30 minutes) or any combination thereof, the parent/guardian will receive written notice inclusive of date and time to meet with the UCEN Board to review the case. The notice shall be sent at least five (5) days prior to the review meeting;
6. The UCEN Board Review Meeting:
  - a. The UCEN Board may opt for a specified probationary period in which the student must demonstrate improved attendance;
  - b. The UCEN Board will receive a report at the end of the specified period as to the improvement or lack of improvement in attendance to determine further options, if necessary.

### **Non-Classroom Based Programs**

All attendance for non-classroom based programs shall be in accordance with current law and regulations.

# Pregnant and Lactating Students Policy

**Policy Adopted: 5/31/2022**

**Section V      Students**

**Article II     Pregnant, Parenting, Married Students**

The UCEN Board/Oasis Charter Public School (OCPS) strongly believe in educational access opportunities for all students, including those students with parental, family or marital status, or pregnant or parenting pupils

OCPS shall not apply any rule concerning a student’s actual or potential parental, family or marital status that treats students differently on the basis of sex. OCPS shall not exclude nor deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the students’ pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom.

OCPS may require a student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. OCPS shall not require parenting students to participate in pregnant minor programs or education programs. Pregnant or parenting students who voluntarily participate in alternative education programs should check with the student’s district of residence to explore those programs, which educational programs, activities, and courses are equal to the regular program.

OCPS shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition.

Each year, OCPS shall notify pregnant and parenting students of their rights and options available under the law through annual school year welcome packets and through independent study packets. OCPS shall also annually notify parents and guardians of students at the beginning of the regular school year of the rights and options available to pregnant and parenting students under the law.

OCPS provides reasonable accommodations to lactating students on school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. OCPS shall be required to provide the reasonable accommodation specified only if there is at least one lactating student on campus.

Reasonable accommodations include, but not limited to all of the following:

- a. Access to a private and secure room, other than a restroom to express breast milk or breast-feed an infant child
- b. Permission to bring onto campus a breast pump or any other equipment used to express breast milk
- c. Access to a power source for a breast pump or any other equipment used to express breast milk
- d. Access to a place to store expressed breast milk safely

OCPS will provide a lactating student on campus with a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

OCPS ensures that a student does not incur an academic penalty as a result of her use, during the school days, of the reasonable accommodation specified in this policy, and students are provided the opportunity to make up any work missed due to such use.

*Any complaint of discrimination on the basis of pregnancy or marital or parental status alleging noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the Uniform Complaint Procedures (UCP). A complainant who is not satisfied with the decision may appeal the decision to the California Department of Education (CDE). If the school or CDE finds merit in an appeal, the school shall provide remedy to the affected student.*

# **Nondiscrimination, Harassment, Intimidation, Bullying Policy**

Policy Adopted: 5/31/2022

**Revised: 5/30/2023**

## **Section V Student Services**

### **Article XIII Nondiscrimination, Harassment, Intimidation, Bullying**

The UCEN Board/Oasis Charter Public School (OCPS) recognizes the need to create and maintain a learning environment where students and employees are treated with dignity, decency, and respect in accordance with Safe Place to Learn Act.

The school is committed to enforcing the prevention of Discrimination, Harassment, Intimidation and Bullying at all levels to create an environment free from all forms of discrimination, harassment, intimidation, and bullying, based on the following characteristics, whether actual or perceived: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locks and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category. Such discrimination, harassment, intimidation, or bullying is unlawful and undermines the character and purpose of the School and violates School policy and will not be tolerated. This policy applies to anyone on campus at the school or those attending school sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Allegations of sexual harassment by employees may be processed internally through the School's UCP but may eventually be referred to the Department of Fair Employment and Housing.

If the school possesses information that could indicate immigration status, citizenship status or national origin information, the school shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents/guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin

information, the school shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the school shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The school shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community.
- Discuss bullying-prevention strategies with students and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.
- Discuss if a person believes they are being harassed, bullied, sexually harassed, intimidated or feeling retaliated against, they have the right to tell the person that their comments and/or behavior is offensive and to tell them to STOP.
- All personnel should know that they have a responsibility to intervene when it is safe to do so whenever they witness any form of harassment, intimidation, retaliation and or bullying.

## **Definitions**

### **Discrimination**

Discrimination is adverse treatment of any person based on a protected class, hindering them from participating or benefiting from school activities or services.

### **Harassment**

Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the school, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group;
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols;



- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands;
- Physical assault or stalking;
- Displays or electronic transmission of derogatory, demeaning, or hostile materials; and
- Graphic and written statements, which may include use of cell phones or the Internet.

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

### **Sexual Harassment**

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances;
- Offering educational benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons, or posters;
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive, or obscene letters, notes or invitations; and
- Physical conduct: touching, assault, impeding or blocking movements.

### **Intimidation**

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

### **Bullying**

Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful

child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following:

- 1) places a reasonable student in fear of harm to that student's person or property;
- 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health;
- 3) causes a reasonable student to experience substantial interference with his or her academic performance;
- 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the school.

Other types of bullying:

- **Sexual bullying** includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- **Bias or hate-motivated bullying** is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- **Hazing** is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group, or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- **Cyberbullying** involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following:
  - 1) a message, text, sound or image;
  - 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- **Cyber sexual bullying** involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably

predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

### **Retaliation**

Retaliation is any adverse action taken against a student because they filed a charge of harassment, discrimination, intimidation or bullying complaint to the school or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

### **Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation**

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying, or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The school will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The Executive Director or designee of the school

Complaints may be submitted to the Executive Director or designee by any of the following methods:

**Natalie Zayas, Executive Director**  
Oasis Charter Public School  
1135 Westridge Parkway  
Salinas, Ca. 93907

**Phone:** 1-831-424-9003

**Email:** [info@oasischarterschool.org](mailto:info@oasischarterschool.org)

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director or designee so that the school may attempt to resolve the claim internally. Any school personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so. If such an act is committed by the Executive

Director, it can be submitted to the Executive Director's designee or to the Board President. The discretion to investigate the allegation will be determined.

### **Investigation and Disposition of Complaints**

The school will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a school employee), will include an interview with the alleged student-victim and their parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information to cooperate with any investigation. The investigator may also review any relevant documents.

The school will work promptly to complete its investigation within thirty (30) days. Confidentiality of the complaint and investigation will be kept by the school to the extent possible but note that the investigation will not be completely confidential. The school shall ensure confidentiality with respect to a student's or family's immigration status unless otherwise required by law.

The investigator (if a third party) will report their findings to the Executive Director or designee and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director or designee and/or Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigation file. The investigation file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used, or reviewed during the investigation.

At the conclusion of the investigation, the Executive Director or designee shall notify the complainant of the way it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the school by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the school's resolution of the complaint. The Board of Directors will provide the student with a final decision of the school's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

## **Parental Notification**

Each year, the school shall notify parents/guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the “Know Your Rights” immigration enforcement established by the California Attorney General. The school shall also inform students who are the victims of hate crimes of their right to report such crimes.

## **Sexual Harassment Poster**

The school shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School’s written policy on sexual harassment.

The poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums, and cafeterias. The governing board of the school shall have full discretion to select the appropriate public areas to display the poster at the school site.

## **Posting**

This policy shall be posted on the school’s internet website in a manner that is easily accessible to parents/guardians/students.

# **Uniform Complaint Procedures**

**Adopted Policy:** 4/26/2022

**Revised:** 6/20/2023

**Section II** Community Relations  
**Article II** Uniform Complaint Procedures

It is the policy of the UCEN Board/Oasis Charter Public School to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students, or someone may believe that a violation of federal or state law is occurring in certain educational programs. The school encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

**Types of Complaints to be Filed Using the UCP:** If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, contact the School's Executive Director to obtain information about making a different type of complaint. The school will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, or based on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the school.

Improper student fees.

Failure to accommodate lactating students.

Noncompliance with the rights of pregnant and parenting students.

Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources.

Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education.

Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students.

A complaint about the school's safety plan.

A complaint that the school has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable.

Every Student Succeeds Act

Other violation of state or federal law under the following programs:

Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, After School Education and Safety, Migrant Education, Physical Education Instructional Minutes, Pupil Instruction, and School Plans for Student Achievement.

**Types of Complaints Not Covered by the UCP**

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments
- Common core
- Grades and graduation requirements
- Hiring and evaluation of staff
- Homework policies and practices
- Provision of core curriculum subjects
- Student advancement and retention
- Student discipline
- Student records
- Employment complaints
- Open meetings and board meetings
- Other general education requirements

**Internal Procedures:**

As an initial matter, each supervisor has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment, discrimination, or conduct. Consequently, should any supervisor become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

**Making a Complaint:**

Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to:

Natalie Zayas, Executive Director  
Oasis Charter Public School  
1135 Westridge Parkway  
Salinas, California  
(831) 424-9003

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the school will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting the Executive Director or if that individual is not available, the employee or student should contact:

Grisela Macias  
Compliance Officer  
Oasis Charter Public School  
1135 Westridge Parkway  
Salinas, California  
(831) 424-9003

who has been designated to handle inquiries regarding the UCP complaints. OCPS Non-discrimination notice. A Harassment/Retaliation/Unlawful Conduct Complaint Form may be obtained from **Natalie Zayas, Executive Director, or Grisela Macias.**

**Anonymous Complaints:**

Students making a complaint of improper fees or complaints that the school has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

**Six Month Limit on Certain Complaints:**

Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination unless an extension has been obtained from the Executive Director or his/her designee. Such extension by the Executive Director or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time-period. The Executive Director shall respond immediately upon a receipt for extension.

**Informal Resolution:**

If the parties mutually agree, the complainant and the school may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.



**Investigation of Complaints:**

If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The investigator will be knowledgeable of the laws/programs that he/she is assigned to investigate. *5 C.C.R. § 4261(b)*. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the “CRD”) for investigation as required by law.

**Written Decision:**

The investigator shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or designee will send a copy of the written decision to the complainant.

**Appeal of School’s Decision****Appeal to CDE:**

Except for complaints regarding instructional materials and teacher vacancies or misassignments, a complainant may appeal a decision to the California Department of Education (“CDE”) by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the school’s decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the school for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the school to

make the necessary findings and conclusions on any issue not addressed. The school will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

**External Procedures: Filing a Complaint with the Civil Rights Department (CRD)**

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral factfinder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll free at (800) 884-1684, or email the CRD at [contact.center@calcivilrights.ca.gov](mailto:contact.center@calcivilrights.ca.gov) or visit its website at [www.calcivilrights.ca.gov](http://www.calcivilrights.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

**Retaliation Policy**

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School’s retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the school from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an

applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

### **Dissemination**

The school will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the school's website.

## **Title IX - Sexual Harassment Policy**

**Policy Adopted: 5/31/2022**

**Revised: 5/30/2023**

### **Section V      Students** **Article XV     Title IX - Sexual Harassment**

The UCEN Board/Oasis Charter Public School recognize in accordance with Federal Law, Title IX of the Education Amendments of 1972, that no person shall, based on sex, be denied, or excluded from participation or be denied the benefits of any academic, extracurricular or any other educational programs or activities provided by a school who receives federal financial assistance. Title IX regulations apply to complaints of sexual harassment made by employees or students, that includes locations, events, or circumstances over which the school exercised substantia control over both the accused and the context in which the sexual harassment occurs.

**Sexual Harassment** means conduct based on sex that satisfies one or more of the following:

1. An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education programs or activity; or
3. "Sexual assault," 20 U.S.C 1092(f)(6)(A)(v), "dating violence," 34 U.S.C. 1229(a)(10), "domestic violence," 34 U.S.C. 1229(a)(8) or stalking" 34 U.S.C. 1229(a)(30) as defined by these laws.

**Sexual harassment** also includes unwelcomed sexual advances, requests for sexual favors, or other unwanted verbal or visual or physical conduct of a sexual nature made against another person of the same or opposite sex while under the supervision of school personnel which includes, before and after school or any school sponsored activity or event in which the school personnel are responsible for students.

The Title IX Coordinator or designee must contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures with or without filing a formal complaint, and explain the process for filing a formal complaint.

**Supportive Measures** means non-disciplinary, non-punitive individual services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the accused before or after the filing of a formal complaint.

Supportive Measures are designed to restore or preserve equal access to the school's education program or activity to protect the safety of all parties, deter sexual harassment. If the school does not provide a complainant with supportive measures, then the school must document the reasons for such a decision.

Supportive Measures may include but are not limited to: counseling, extensions of deadlines, or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security, and monitoring of areas on campus. Supportive Measures that are implemented to the complainant or accused must have the confidentiality of all members of the school community providing that such measures would not impair the ability of the school to provide such measures. The school must treat complainants and respondents equitably when offering supportive measures to a complainant.

The school must treat complainants and respondents equitably when offering supportive measures to a complainant.

### **General Response to Sexual Harassment**

If the School has actual knowledge of sexual harassment in an education program or activity of the school against a person in the United States, the school must respond promptly in a manner that is not deliberately indifferent. A school is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

A school's response must treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies those processes identified herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused.

The Title IX Coordinator or designee must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures

with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

### **Response to Formal Complaint**

With or without a formal complaint, the school must comply with the General Response to Sexual Harassment process defined in this policy.

1. **Emergency Removal:** The Executive Director or designee may remove an accused from the school on an emergency basis, if it is determined that there may be an immediate threat to the physical health or safety of an individual arising from allegations of sexual harassment. The Executive Director shall meet with the accused prior to taking action to remove so that the accused understands the action for possible removal of the individual from the school.
2. **Administrative Leave:** The Executive Director may place an employee on paid administrative leave pending further investigation of the allegations.
3. The designated Title IX Coordinator and Compliance Officer is:

**Natalie Zayas, Executive Director  
Title IX Coordinator**  
Oasis Charter Public School  
1135 Westridge Parkway  
Salinas, CA 93907  
831-424-9003

**Grisela Macias,  
Compliance Officer**  
Oasis Charter Public School  
1135 Westridge Parkway  
Salinas, CA 93907  
831-424-9003

The school shall ensure that Title IX Coordinator, investigators, decision maker, or any person designated by the school to facilitate an informal resolution process shall not have a conflict of interest or bias for or against complainants or those accused. Any designated person who is designated to investigate a complaint, the school shall ensure that decision-makers receive training in the investigation and grievance process. The School shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

### **Grievance Process for Formal Complaints of Sexual Harassment**

#### **Discrimination on the Basis of Sex**

The school's treatment of a complainant or an accused in response to a formal complaint of sexual harassment may constitute discrimination on the bases of sex under Title IX.

#### **Grievance Process – Generally**

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee or a third party or has witnessed sexual

harassment should immediately report the incident to a teacher or Executive Director, Compliance Officer or to any other available school employee.

An employee within one school day of receiving the report shall forward the report to the Executive Director or designee shall be made whether the alleged victim files a formal complaint or requests confidentiality.

The school shall treat complainants and those accused equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the accused, and by following a grievance process that complies with policy before imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused. Remedies are to be designed to restore or preserve equal access to the school's education program or activity. Such remedies need not be non-disciplinary or non-punitive and need not avoid burdening the accused.

All complaints of sexual harassment by and against students shall be investigated and resolved by objective evaluation of all relevant evidence in accordance with school procedures. The Title IX Coordinator or designee shall review the case to determine the applicable procedures either by the Title IX Sexual Harassment Procedures or by use of the Uniform Complaint Procedures.

**Presumption:** The school shall include a presumption that the accused is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance.

**Time Frames:** The school shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the School offers informal resolution processes, and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the accused of the delay or extension and the reasons for the action. Good causes may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

After the investigation by the Title IX Coordinator or designee, if the findings reflect that sexual harassment was found, prompt action(s) shall be taken to stop the sexual harassment, prevent recurrence, implement remedies, and monitor for ongoing effects.

**Disciplinary Sanctions and Remedies:** Following the determination of responsibility, the school may implement a range of possible disciplinary sanctions and remedies.

**Standard of Evidence:** For all formal complaints of sexual harassment against students, employees, and faculty, the standard of evidence to be used to determine responsibility will be "preponderance of evidence".

**Appeals:** The following include the procedures and permissible bases for the complainant and accused to appeal:

1. **Supportive Measures:** The following supportive measures are available to complainants and those accused: counseling, extensions of deadlines, other course related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.
2. **Privileged Evidence:** When making a determination of responsibility the school will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
3. The school shall post on the school website and in main office locations visible to staff, students, and community Title IX Education Code 221.6 & 221.61 to include but not limited to Internet Web links to information listed below:

**California Department of Education  
Office of Equal Opportunity**  
1430 N Street  
Sacramento, CA 95814-5901

**U. S. Department of Education Office  
of Civil Rights**  
400 Maryland Avenue, SW  
Washington, DC 20203-1100

**Notice of Allegation:** When the school receives a formal complaint the Title IX Officer or designee will provide a written notice to the parties who are known. Such written notice will contain the following information:

1. Notices of the School’s grievance process, including any information resolution process.
2. Notice of the allegations of sexual harassment, including sufficient details known at the time and sufficient time to prepare a response before any initial interview.  
Sufficient details include identities of the parties involved, if known, the alleged conduct constituting the sexual harassment, and the date and location of the alleged incident, if known.
3. The written notice shall include a statement that the accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
4. The written notice shall inform the parties that they may have an advisor of their choice and who may be or is not required to be an attorney and may inspect the evidence.
5. The written notice must inform the parties of any provision in the school’s Guidance Plan that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If during the investigation the investigator decides to investigate allegations about the complainant or the accused that are not included in the notice provided above the investigator must provide notice of the additional allegations to the parties whose identities are known.

## **Dismissal of Formal Complaint**

The school shall investigate the allegations in the formal complaint. If the alleged conduct did not constitute sexual harassment as defined above even if proved, did not occur in the school's education program or activity, or did not occur against a person in the United States, the school must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX and implemented regulations. Such a dismissal does not preclude action under another provision of the school's code of conduct.

The school may dismiss a formal complaint on any allegations if at any time during the investigation or hearing:

1. Complainant notifies the Title IX Coordinator in writing that the complainant wants to withdraw the complaint or any allegations; **or**
2. The accused is no longer enrolled or employed by the school, **or**
3. specific circumstances prevent the school from gathering evidence sufficient to reach a determination as to the formal complaint or allegations.

Upon dismissal described above, the school must promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

**Consolidation of Formal Complaints:** The school may consolidate formal complaints as to allegations of sexual harassment against more than one accused, or by more than one complainant against one or more accused or by one party against the other party where allegations of sexual harassment arise out of the same facts and circumstances, or where a grievance process involves more than one complainant or more than one accused.

## **Investigation of a Formal Complaint**

1. The school shall ensure the burden of proof and of gathering evidence sufficient to reach a determination regarding responsibility is on the school and not the parties. The school cannot access, consider, disclose, or otherwise use a party's records made or maintained by a physician, psychiatrist, pathologist or any professional or paraprofessional, or someone assisting in that capacity without a voluntary written consent of the party. If a student is under 18 years of age, then the school must obtain a voluntary written consent from the parent/guardian rights holder.
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses and other persons who may contribute to guilt or innocence evidence.
3. Not restrict the party's ability to discuss the allegations or gather and present relevant evidence.
4. Provide written notice and purpose of all hearings, investigative interviews, or other meetings to allow sufficient time for the party to prepare.
5. Provide each party equal opportunity to inspect and review evidence obtained during the investigation.



6. The investigation shall include reasonably prompt time frames for concluding the grievance process. In the event of unforeseen delays or a temporary delay or the limited extension of time frames for good cause the investigator shall provide written notice to the complainant and the accused of the delay or extensions and the reason(s) for the action as soon as possible.
7. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if a hearing is required in the policy or otherwise provided), send to each party and the party's advisor, if any, a copy of the report for their review and written response.

## **Hearings**

In the employment context a hearing is not a requirement. However, in the case of students all students are subject to expulsion hearings and will follow the school's Guidance Policy procedures.

After the school has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the accused committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the accused and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

## **Determination of Responsibility**

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility applying the standard of evidence described above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment as defined above.
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
3. Findings of fact supporting the determination.
4. Conclusions regarding the application of the school's code of conduct to the facts.

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school imposes on the accused, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided by the school to the complainant.
6. The school's procedures and permissible bases for the complainant and the accused to appeal.

The school shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the school provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator or designee is responsible for effective implementation of any remedies.

### **Appeals**

The school shall offer both parties an appeal right for dismissal and any allegations on the following basis:

1. Procedural irregularity that affected the outcome of the matter
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter.
3. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant that affected the outcome of the case.

The school may offer an appeal equally to both parties on additional bases.

#### **As to all appeals, the school shall:**

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties

The school's report shall include the following:

1. The alleged allegations
2. Description of procedural steps
3. Findings of fact
4. Conclusion(s) regarding application of school's code of conduct to the facts.
5. Rationale for the results to each allegation to include responsibility, disciplinary actions, remedies to restore or preserve equal access.
6. The school's procedures and permissible bases for complainant and accused to appeal.

The school shall provide written determination to the parties simultaneously and before reaching a determination of responsibility.

The decision-maker must afford each of the parties to submit in writing relevant questions they want to ask of any party or witnesses and provide each party with the answers. Relevant does not include questions about the complainant's predisposition or prior sexual behavior.

**The school shall:**

1. Notify the other party in writing when an appeal is filed and implement procedures.
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal or the investigators or Title IX Coordinator. Ensure the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set above.
3. Give both parties reasonable and equal opportunity to submit a written statement in support or challenging the outcome.
4. Issue a written decision describing the result of the appeal and the rationale for the results.
5. Provide the written decision simultaneously to both parties.

**Informal Resolution**

The school may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy. Similarly, the School may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the school may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the school:

1. Provides to the parties a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it

precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

## **Recordkeeping**

1. A school must retain records for a period of seven years.
2. Each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recordings, or transcripts of any hearing (if applicable) any disciplinary sanctions imposed on the accused, and any remedies provided to the complainant designed to restore or preserve equal access to the school's education program or activity.
3. Any appeal and the results of the appeal
4. Any resolution information and the results from the resolution process
5. All materials used to train Title IX Coordinators, investigators, decision-makers, any person who facilitates an informal resolution process.
6. The school must make these training materials publicly available on the school website or if the website is down available for inspection if requested.

For each response to a formal complaint the school must create and maintain for a period of seven years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The school must document for each instance the basis for its conclusion that its response was not deliberately indifferent and document that it has taken measures designed to restore or preserve equal access to the school's education program or activity.

If a school does not provide a complainant with supportive measures, then the school must document the reasons why such a response was not clearly unreasonable considering the known circumstances. The documentation of certain bases or measures does not limit the school in the future from providing additional explanations or detailing additional measures taken.

# Annual Notice

**Policy Adopted: 5/31/2022**

## **Section II Community Relations**

### **Article VII Annual Parents/Guardians Rights Notification**

The UCEN Board and Oasis Charter Public School recognizes its responsibility to annually inform parents/guardians of their rights to know general information and directory guidelines with respect to information gathered for each registered child and how that information shall be managed.

#### **General Information**

The school must provide an annual notice to parents/guardians for the following:

- a. The school shall provide assurances that will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- b. A description of the types of student records maintained for each registered student.
- c. A list of the circumstances or conditions that the school might need to release information to “outside people” or “entities.”
- d. Parents/guardians shall be notified and give consent prior to releasing a student’s personal identifiable information unless the information released is for educational purposes defined in Family Educational Rights and Privacy Act (FERPA) and/or California Education Code or School Directory Information.

#### **Directory Information**

If the school releases directory information, the school shall provide an annual notice to parents/guardians and “eligible students” in attendance directory information that includes:

- a. Categories of information that the school has classified as public directory information that may be disclosed without parental consent and would only include the information specifically identified in Education Code (EC 49061, subdivision (c).
- b. A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin except where the school receives consent as required under law.
- c. The recipients of the directory information.

- d. A description of the parent's/guardian's abilities to refuse release of the students directory information, and how to refuse release.
- e. The deadline in which the parent/guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

# Independent Study Policy

**Policy Adopted: 4/26/2022**

**Section V      Students**  
**Article XI     Independent Study**

The UCEN Board and Oasis Charter Public School recognize that the Independent Study program can be an important alternative educational program in order to meet the short or long-term educational needs for some students.

The Independent Study Program shall provide for the core curriculum as offered in a classroom setting. Independent study may be offered through in-person instruction or alternative methods such as on-line instruction. The school shall provide appropriate existing and available services and resources to enable the student to successfully complete their program.

Independent Study will not be granted on a short-term basis for students the week before or the week after a school break (e.g. Thanksgiving, Winter or Spring Breaks).

Requests for independent study must be submitted to the Executive Director or designee by using the following address: [info@oasischarterschool.org](mailto:info@oasischarterschool.org) at least five (5) days prior to the requested date to begin independent study, and must have approval from the Executive Director or designee and teacher before a student can begin.

There may be extenuating circumstances that may cause the request to not meet the five (5) day request period. If such circumstances occur the parent/guardian must immediately contact the Executive Director or teacher requesting an adjustment to the five (5) day request period. Each case will be reviewed and such requests may or may not be granted.

The school administration will develop an administrative regulation outlining the requirements and guidelines for the Independent Study Program. Parents/guardians should refer to Section V, Article XV Independent Study Administrative Regulation for more details.



## **Administrative Regulation Adopted: 5/31/2022**

### **Section V     Students** **Article XI    Independent Study**

If a student is provided an Independent Study, the school shall provide appropriate existing services and resources to enable students to successfully complete their Independent Study program.

Independent Study will not be granted on a short-term basis for students before or the week after a school break (e.g. Thanksgiving winter or spring breaks).

Requests for Independent Study must be submitted to [info@oasischarterschool.org](mailto:info@oasischarterschool.org) at least five (5) days before the requested date and must be approved by the Executive Director, or designee and teacher.

In the event of extenuating circumstance, Independent Study can be approved by the Executive Director, or designee inclusive of the teacher with less than three (3) days' notice.

If Independent Study program is approved, the following shall apply:

1. The maximum length of time between the time an assignment is given and the date by which students must complete the assigned work shall be five (5) days.
2. If the student's educational progress falls below satisfactory as determined by the Student Success Team (SST), the following indicators will be considered:
  - a. The student's achievement and engagement as indicated by the student's performance set forth in Education Code 52060 (d) paragraph (4) and (5)
  - b. Evidence that the student is completing assignments, assessments in the prescribed timeline
  - c. The student is learning concepts as determined by the supervising teacher
  - d. The student is progressing toward successful completion of course work as determined by the supervising teacher

A written record of findings of the evaluations conducted shall be treated as a mandatory interim record. The record shall be retained for a period of three (3) years from the date of the evaluation.

If the student transfers to another California public school the record shall be forwarded to that school.

3. The school shall provide a curriculum that is consistent with grade level standards equivalent to in-person instruction.

4. The school has adopted tiered reengagement strategies for students who are not generating attendance for more than three (3) school days or 60% of the instruction days in a school week or who are in violation of the written agreement according to Education Code 5174 (g). The following procedures will apply:
  - a. Verification of current contact information for each enrolled student
  - b. Notifications to parents/guardians of lack of participation within one school days of the absence or lack of participation
  - c. Outreach from the school to determine student needs including connection with the health and social services as necessary
  - d. Determine whether the student should remain in Independent Study according to 2b above. A conference shall be held with parents/guardians with all parties who signed the student's Independent Study Agreement.

*The tiered re-engagement strategies will not apply to students who participate in an Independent Study Program for fewer than 15 school days in a school year.*

5. The following plan shall be in place in accordance with Education Code 5174(e) for synchronous instruction and live interaction:
  - a. For students in transition kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be:
    - i. Each student will be assigned a credentialed supervising teacher who will offer daily classroom style, small group or one on one synchronous instruction each school day through video conferencing platform

*The plans for synchronous instruction and live interaction shall not apply to students who participate in an independent study program for fewer than 15 school days in a school year.*

6. The following plan shall be utilized to transition students whose families wish to return to in-person instruction from Independent Study as soon as possible and in no case later than five (5) instruction days.
  - a. For all students in Independent Study, the school will hold a seat open for the student's return to classroom instruction.
  - b. Upon written receipt of a family's wish to return to in-person instruction, the school staff shall inform the family of their right to return and include a planned return date.

- c. The Executive Director or designee will promptly notify the school staff of their return to ensure a smooth transition as soon as possible.
7. A current written agreement shall be retained on file for each Independent Study student including but not limited to all of the following:
- a. The manner, time, frequency and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian.
  - b. Objectives and methods of study for the student's work and methods used to evaluate the work.
  - c. Specific resources, including materials and the personnel that will be made available to the student. Resources shall include access to all devices and connectivity to devices adequate to participate in the educational program and complete all assigned work.
  - d. A statement of the policy adopted pursuant to Education Code 51747 (a) the maximum length of time that elapsed between the time of Independent Study assignment is made and the date by which the student must complete the assigned work (b) the level of satisfactory educational progress and the number of missed assignments allowed before an evaluation of whether or not the student be allowed to continue.
  - e. The duration of the Independent Study agreement, including beginning and ending dates
  - f. No independent Study Agreement shall be valid for any period longer than one school year
  - g. Measures of academic accomplishments appropriate to Agreement to be earned upon completion
  - h. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level or who need support in other areas such as English Learners, individuals with exceptional needs in order to be consistent with the student's IEP or 504 Plan, students in foster care or experiencing homelessness and student's requiring mental health support
  - i. Inclusion of a statement in each Independent Study Agreement that the program is optional
  - j. If a student is referred or assigned to any class or program pursuant to Section 48915 or 48917, the Agreement shall also include a statement that instruction may be provided to the student through Independent Study only if the student is offered the alternative of classroom instruction
  - k. Before the commencement of the Independent Study, the Agreement shall be signed by the parent/guardian or caregiver ("caregiver" means a person who has met the requirement of Part 1.5 commencing with Section 6650 of Division 11 of the Family Code), and signed by the

certificated teacher responsible for supervision of the Independent Study.

The UCEN Board, Executive Director or designee may modify this regulation in accordance with law.