

"STRONGER TOGETHER"

YAV PEM SUAB ACADEMY

An Urban Charter Schools Collective School

Parent & Scholar Handbook (2026-2027)



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July 20, 2026

Dear Yav Pem Suab Scholars and Families,

Welcome to the 2026–2027 school year! We are excited to begin another year of learning, growth, and partnership at Yav Pem Suab Academy. This year's theme, **"Stronger Together,"** reflects our belief that when scholars, families, and staff work together with shared purpose and commitment, we create the best opportunities for every scholar to succeed.

The first day of school is **Monday, July 20, 2026**. To support a strong start each day, scholars should arrive between 7:00 AM and 7:55 AM. Consistent attendance and punctuality help scholars build positive habits and maximize learning opportunities.

With 175 instructional days ahead, our focus remains on ensuring every scholar masters the Common Core State Standards while developing critical thinking, collaboration, communication, and problem-solving skills. At YPSA, we continue striving toward our academic goal through the 90.90.90 Model—where 90% of scholars achieve a 90% success rate 90% of the time.

This year, I look forward to working alongside teachers and scholars to support meaningful learning experiences and getting to know each family and your goals for your child. Strong partnerships between home and school remain essential to scholar success.

At the end of each school day, I encourage you to ask your scholar:

1. How was your day?
2. What did you learn today?
3. Which LIFESKILL(s) did you use, and why?

These conversations help strengthen the connection between home and school while reinforcing the importance of our LIFESKILLS.

Our **Back-to-School Night** will be held on **Thursday, July 23, 2026, from 5:30–6:30 PM**. This is a valuable opportunity to meet our staff, learn about classroom expectations, and hear more about our goals for the school year.

Please review the **2026–2027 Parent & Scholar Handbook** with your child and return the completed school compact and required consent forms by **Thursday, July 30, 2026**.

Thank you for your continued partnership and support. Together, we will continue building a strong school community where every scholar is supported, challenged, and encouraged to thrive.

With gratitude and partnership,

Mary A. Lor
Principal
Yav Pem Suab Academy

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Yav Pem Suab Academy

Mary Lor, Principal	mary-lor@urbancsc.org
Stephan Sanders, Assistant Principal	stephan-sanders@urbancsc.org

Site and District Governance



The Council of Yav Pem Suab Academy is the local governing body of the school. The Council meets on the first Tuesday of every month, from 5:30PM – 7:30PM to discuss and take action on important decisions that ensure a rich learning environment that is supportive and to challenge the development of all scholars and staff. Stakeholders are encouraged to attend these meetings. The agenda is posted 72 hours before the meeting is conducted and is also posted on the YPSA website at www.ypsacharter.org.



The Urban Charter Schools Collective Board is the governing body of YPSA. The Board meets on the second Monday of every month, from 6:00PM – 9:00PM to discuss and take action on important decisions that ensure all scholars and staff learn, thrive, and contribute to the creation of a more just society. Stakeholders are encouraged to attend these meetings. The agenda is posted 72 hours before regular meetings and 24 hours before special meetings and is also posted on the UCSC website at www.urbancsc.org.

Nondiscrimination Statement

Yav Pem Suab Academy is committed in all its activities, policies, programs and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, or any other protected characteristic, including actual or perceived characteristic or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

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Yav Pem Suab Academy
Preparing for the Future Charter School

2026-27 Instructional Calendar

- School is in session Monday – Thursday, and 9 *Fridays throughout the year, except for holidays and school recess period.
- There are 175 days of instruction.
- TK and Kindergarten scholars attend school between 8:00 AM – 2:00 PM, with opt in option for expanded learning after school (2:00 PM – 5:00 PM).
- 1st- 6th scholars attend between 8:00 AM and 5:00 PM, with opt in option for expanded learning after school (5:00 PM – 6:00 PM).
- Expanded Learning Opportunities Program participation is available after school, and 30 Fridays throughout the school year.
- PTC: Parent-Teacher Conferences (ALL scholars are dismissed at 2:00 PM)

1st Trimester (57 Instructional Days)

July 20, 2026 – October 23, 2026

First Day of School Monday, July 20, 2026
Labor Day Holiday (No School) Monday, September 7, 2026
*Friday Instructional Day Friday, September 11, 2026
Indigenous People Day (No School) Monday, October 12, 2026
*Friday Instructional Day Friday, October 16, 2026
PTC (2:00 Dismissal) Monday, October 19 - Friday, October 23, 2026
*Friday Instructional Day Friday, October 23, 2026

2nd Trimester (60 Instructional Days)

October 26, 2026 – February 26, 2027

2nd Trimester Begins Monday, October 26, 2026
Veterans Day Wednesday, November 11, 2026
*Friday Instructional Day Friday, November 13, 2026
Thanksgiving Break (No School) Monday, November 23 - Friday November 27, 2026
Winter Break (No School) Monday, December 21 - Friday, January 1, 2027
*Friday Instructional Day Friday, January 8, 2027
Martin Luther King, Jr. Day (No School) Monday, January 18, 2027
*Friday Instructional Day Friday, January 22, 2027
Lincoln's Birthday (No School) Monday, February 8, 2027
*Friday Instructional Day Friday, February 12, 2027
Presidents' Day (No School) Monday, February 15, 2027
*Friday Instructional Day Friday, February 19, 2027
PTC (2:00 Dismissal) Monday, March 1 - Friday, March 5, 2027
*Friday Instructional Day Friday, March 5, 2027

3rd Trimester (58 Instructional Days)

March 8, 2027 – June 11, 2027

3rd Trimester Begins Monday, March 8, 2027
Spring Break Monday, March 22 - Monday, March 29, 2027
*Friday Instructional Day Friday, April 2, 2027
Memorial Day (No School) Monday, May 31, 2027
*Friday Instructional Day Friday, June 4, 2027
PTC (2:00 Dismissal) Monday, June 7 - Friday, June 11, 2027
*Friday Instructional Day Friday, June 11, 2027

Intructional Days

Monday - Thursday (8:00 a.m. - 5:00 p.m.)

1st Trimester = 57

2nd Trimester = 60

3rd Trimester = 58

Intructional Days 175

Dates to Remember

Start

7/20 **1st Day of School**

9/7 Labor Day

9/11 Friday Instructional Day

10/12 Indigenous People Day

10/16 Friday Instructional Day

11/11 Veteran's Day

11/13 Friday Instructional Day

11/23-11/26 Fall Break

12/21-1/4 Winter Break

1/8 Friday Instructional Day

1/18 Martin Luther King Day

1/22 Friday Instructional Day

2/8 Lincoln's Birthday

2/12 Friday Instructional Day

2/15 President's Day

2/19 Friday Instructional Day

3/1-3/5 PT Conference Week

3/8-3/18 ELPAC Testing

3/22-3/29 Spring Break

4/2 Friday Instructional Day

4/22 Open House

5/3-5/27 CAASPP Testing

5/31 Memorial Day

6/4 Friday Instructional Day

6/7-6/11 PT Conference Week

6/11 **Last Day of School**

YAV PEM SUAB ACADEMY

Academic Calendar 2026-2027 Adopted, 02/20/26

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

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

September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Total Days			18	43		

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Total Days			18	61		

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Total Days			13	74		

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Total Days			11	85		

January						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Total Days			16	101		

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Total Days			16	117		

March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Total Days			15	132		

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Total Days			18	150		

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Total Days			16	166		

June						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Total Days			9	175		

	Non-Instructional Days
	Holidays/School Breaks
	First/Last Day of Trimester

	Parent-Teacher Conference
	Friday Instructional Day
	BTS Night/Open House

	CAASPP Testing
	ELPAC Testing

2026-2027 Regular / Rainy Day Schedule

Grade	Regular Schedule	Rainy Day Schedule (Lunch)
TK/Kinder	Arrival 7:00 a.m. Warning Bell 7:55 a.m. Class Begins 8:00 a.m. AM Snack 9:15 a.m. – 9:30 a.m. AM Recess 9:30 a.m. – 9:45 a.m. Lunch/Recess 10:30 a.m. – 11:10 a.m. PM Recess 12:45 p.m. – 1:00 p.m. Dismissal 2:00 p.m.	10:30 a.m. – 11:00 a.m.
1 st – 6 th	Warning Bell 7:55 a.m. Class Begins 8:00 a.m. 1 st , 3 rd , 5 th Recess 9:45 a.m. – 10:00 a.m. 2 nd 4 th , 6 th Recess 10:00 a.m. – 10:15 a.m. 1 st Lunch/Recess* 10:50 a.m. – 11:30 a.m. 2 nd Lunch/Recess* 11:10 a.m. – 11:50 a.m. 4 th & 5 th Lunch/Recess* 11:30 a.m. – 12:10 p.m. 3 rd & 6 th Lunch/Recess* 12:15 p.m. – 12:55 p.m. MobyMax 3:00 p.m. – 5:00 p.m. Supper/Recess 3:45 p.m. – 4:05 p.m. Dismissal 5:00 p.m.	1 st – 6 th Lunch follows the regular schedule

*In each Lunch/Recess period, recess is provided as its own 20-minute period, separate and distinct from lunch. For the precise minute breakdown, please see the next page illustrating the YPSA Daily Schedule.

On rainy days, parents/guardians are expected to pick up their scholars from the school's designated spaces.

YPSA Extreme Weather Safety Procedures

Thick fog with no vision within 3 feet distance	Temperatures below 41°F:	Temperatures above 94°F:	Air Quality Index greater than 151 or nearby smoke/fumes
Indoor recess	- Indoor recess - Scholars will be encouraged to dress in layers. - Modified dismissal activated	- Scholars will be asked to remove outer layers (sweaters, jackets, hoodies, etc.). - Scholars will be encouraged to drink plenty of water. - Indoor recess - Modified dismissal activated	- Indoor recess - Windows and doors shut - Administration discretionary of taping of door and window frame and blockage and closing of air unit systems - Face masks encouraged

YPSA Daily Schedule For Each Grade Level

Transitional Kindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade					
Core (8:00-9:15)	Core (8:00-9:30)	Core (8:00-9:45)	Core (8:00-10:00)	Core (8:00-9:45)	Core (8:00-9:00)	HLD/Movement (8:00-9:00)	Core (8:00-10:00)					
Recess (9:15-9:30)	Recess (9:30-9:45)				HLD/Movement (9:00-10:00)	Core (9:00-9:45)						
Core (9:30-10:30)	Core (9:45-10:30)					Recess (9:45-10:00)		Recess (9:45-10:00)				
		Recess (10:00-10:15)	Core (10:00-11:15)	Recess (10:00-10:15)	Core (10:00-11:30)	Recess (10:00-10:15)						
		Core (10:15-11:10)		Core (10:15-11:30)		Core (10:15-11:30)	Core (10:00-11:30)	HLD/Movement (10:15-11:15)				
Recess (10:50-11:10)	Recess (10:50-11:10)	Recess (10:50-11:10)										
Core (11:10-12:15)	Core (11:10-12:45)	Recess (11:10-11:30)	HLD/Movement (11:15-12:15)		Core (10:15-11:30)			Core (10:00-11:30)	Core (11:15-12:15)			
		Lunch (11:10-11:30)		Lunch (11:30-11:50)		Recess (11:30-11:50)						
		Recess (11:30-11:50)		Recess (11:50-12:10)		Lunch (11:50-12:10)						
P.M. Snack/Recess (12:15-12:45)	P.M. Snack/Recess (12:45-1:15)	Core (11:30-1:00)	Core (11:50-2:00)	HLD/Movement (11:15-12:15)	Core (10:15-11:30)	Core (10:00-11:30)	Core (11:15-12:15)					
Core (12:45-2:00)								Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)	
												Core (12:45-2:00)
	Core (12:45-2:00)	Core (1:15-2:00)	HLD/Movement (1:00-2:00)	Core (12:10-3:00)	Core (12:10-3:00)	Core (12:55-3:00)						
Core (12:45-2:00)							Core (1:15-2:00)	HLD/Movement (1				

YPSA Vision/Mission Statement/Goals, Lifelong Guidelines & LIFESKILLS

VISION STATEMENT

Our vision is to develop lifelong scholars and LIFESKILLED leaders, enabling them to be productive, responsible, and contributing members of society.

MISSION STATEMENT

The mission of Yav Pem Suab Academy is to grow and nurture all scholars to become high-performing individuals through a body-brain compatible education.

CORE VALUES

Honesty & Integrity	Teamwork	Scholar Achievement Focus
Lifelong Learning	Continual Improvement	Relationship

Lifelong Guidelines and LIFESKILLS

At YPSA, we prepare each of our scholars to be educated for the 21st century. Along with foundational skills, they are taught the Lifelong Guidelines and LIFESKILLS to become self-motivated, responsible, and competent citizens.

Lifelong Guidelines

Scholars learn and are expected to always follow our Lifelong Guidelines and LIFESKILLS:

Lifelong Guidelines	Explanation:
Truthfulness	To be honest about things and feelings with oneself and others.
Trustworthiness	To act in a manner that makes one worthy of trust and confidence.
Active Listening	To listen with the intention of understanding what the speaker intends to communicate.
No Put-Downs	To never use words, actions, and/or body language that degrade, humiliates, or dishonors others.
Personal Best	To do one's best given the circumstances and available resources.

Character counts at YPSA, and through our focus on lifelong guidelines and LIFESKILLS, we expect scholars to come to school and learn to be self-motivated life-long learners.

LIFESKILLS

LIFESKILLS	Explanation:
Caring	To feel and show concern for others.
Common Sense	To use good judgment.
Cooperation	To work together toward a common goal or purpose.
Courage	To act according to one's beliefs despite fear of adverse consequences.
Curiosity	A desire to investigate and seek understanding of one's world.
Effort	To do your best.
Flexibility	To be willing to alter plans when necessary.

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Friendship	To make and keep a friend through mutual trust and caring.
Initiative	To do something, of one's free will, because it needs to be done.
Integrity	To act according to a sense of what's right and wrong.
Organization	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use.
Patience	To wait calmly for someone or something.
Perseverance	To keep at it.
Pride	Satisfaction from doing one's personal best.
Problem solving	To create solutions to difficult situations and everyday problems.
Resourcefulness	To respond to challenges and opportunities in innovative and creative ways.
Responsibility	To respond when appropriate; to be accountable for one's actions.
Sense of Humor	To laugh and be playful without harming others.

General Information

Scholar Expectations

- Arrive at school on time, rested, clean, nourished, and appropriately dressed.
- Be responsible for his/her work, learning, and behavior.
- Complete all assignments as directed and assigned.
- Protect and maintain the school building grounds and equipment.
- Try his/her personal best and not give up.
- Keep his/her own power and not distract others from learning or the teacher from teaching.
- Respect all adults and peers.
- Follow and use Lifelong Guidelines and LIFESKILLS.
- Follow directions given by his/her teacher(s) and any supervising staff member(s).

Arrival at School

Parents/legal guardians are responsible for getting their scholar(s) to school on time. Early drop-offs are available after 7:00 AM. There is no supervision before 7:00 AM. Any scholars being dropped off between 7:00 – 7:45 must go directly into the cafeteria. At approximately 7:45 AM, Yard Supervisors will instruct scholars to their respective play yard area. Parents may not accompany scholars to the play yard without the appropriate check in processes and authorization.

Tardiness

The academy discourages late arrivals. Late arrivals must obtain a pass from the main office. Scholars arriving after 8:10AM or returning from an off-campus appointment must be accompanied by a parent or guardian to the main office and obtain a "tardy pass" to class. Parent/Guardian must report to the main office to sign the Early/Late dismissal log prior to the issuance of a pass to class by office staff. Scholars who have multiple tardies may receive a phone call home or written notice. Excessive trancies can lead to involuntary withdrawal. See page 30 of this handbook for more information on our attendance policy.

Dismissal & Pickup

Avoid parking alongside zones marked in white—loading zones. DO NOT park in the staff lot when picking up your scholar during dismissal unless access to handicap parking is needed. Follow directives from Safety Personnel and **slow down** when driving in front of the school. **U-turns in front of the school are prohibited.**

Parents/Guardians are responsible for picking up their scholar(s) **no later than 30 minutes** after the dismissal bell as there will be no supervision.

- TK/Kindergarten scholars must be picked up no later than 2:30 PM.
- 1st-6th grade must be picked up no later than 5:30 PM.

Failure to pick up scholars 30 minutes after the dismissal bell results in referral as follows:

- 1st - 3rd occurrence: Phone call home from office staff
- Beyond the 3rd occurrence of failed attempt to pick up the scholar 30 minutes after dismissal, the following will occur at the discretion of the administrator/designee:
 - Phone call home from the administrator/designee
 - Conference/Meeting with Administrator/Designee
 - Referral and release of scholar to the Police
 - Report to Child Protective Services (CPS)

Early Dismissals

The YPSA Charter petition calls for an 8:00 AM - 5:00 PM, Monday – Thursday, schedule for all 1st - 6th grade scholars and 8:00 AM – 2:00 PM, Monday – Thursday, for kindergarten and transitional kindergarten. We believe in making every instructional minute count towards scholar learning and achievement and ask that all parents support the school by making sure your scholars are present for every minute of instruction. For the benefit of each scholar, we expect that you drop off your scholar no later than 8:00 AM and pick up your TK/kinder scholar/s no earlier than 2:00 PM and or 1st through 6th grade scholar/s no earlier than 5:00 PM.

Early dismissals are reported as partial day absences. Three or more late arrivals/early dismissals of more than 30 minutes will be considered a truancy. Please review the scholar attendance policy in this handbook for truancy processes and procedures (page 30).

In the event of an early dismissal, parent/legal guardian shall report to the main office in-person to sign their scholar out. Parent/legal guardians must escort the scholar off campus after signing him/her out for an early release. Only legal guardians or emergency contact can sign a scholar out. All early dismissals requests **MUST** be in-person and the person making the request is subject to an Identification (ID) check.

Please make all medical and health-related appointments on non-instructional days to avoid interrupting daily instruction. Sports and other recreational activities outside of school are not approved activities for early release. Early dismissals, 30 minutes before the end of the school day, are highly discouraged as it negatively impacts the flow of instruction and operation of the school. However, we realize there will be situations that may require your scholar to be pulled out from the school. If there is a need for an early dismissal, please follow the procedures below:

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1. Parent/Guardian (or emergency contact members) MUST report to the main office in-person to make the request for an Early Dismissal. Over the phone request will NOT be processed.
2. The person making the request is subject to an identification check. A California Driver's License and/or Military ID is sufficient for verification. Refusal of ID verification may result in denial of request.
3. Sign the scholar out on the Early Dismissal Log
4. Office staff will locate your scholar and inform his or her teacher.
5. The person making the request MUST remain in the office to wait for the scholar.
6. The scholar will report to the main office with his/her belongings.
7. YPSA staff are NOT allowed to escort scholars into parked cars. As such, the scholar MUST be escorted off campus by the person making the Early Dismissal request.

Site Visits/Volunteers

All visitors are subject to an ID check. The school prohibits video recording and/or still photographs of scholars and staff during visitations/tours unless authorized by the principal/designee. The principal or designee reserves the right to revoke visitation and voluntary privileges at their discretion, without the need to provide a reason—particularly if the visitor is perceived to pose a potential disruption to school operations, programs and services, personnel, or safety.

School tours are conducted on a monthly basis. Families and community members are encouraged to sign up on the school's website at www.ypsacharter.org/school-tours.

Visitors/Volunteers shall not be disruptive to the daily operations of the school. To ensure the health and safety of all scholars and staff, we ask that all parents/visitors who wish to observe a classroom provide the classroom teacher and or the school a 24-hour advance notice. To do so, an observation form can be obtained from the main office. Generally, a request may not exceed 30 minutes for a single particular day. A request for visits for more than 30 minutes and or multiple days must be made at least two weeks in advance to the administrator or designee .

When visiting, volunteers/visitors must sign in at the Main Office and acknowledge the site's visitor policy. Visitors/volunteers must wear a visitor's badge during their visit. When leaving, volunteer/visitors must report back to the main office to return the badge and sign out.

Volunteers/Visitors must have the appropriate clearance before volunteering:

- **Sex Offender Check** – The school will perform a Megan's Law check prior to any volunteer engaging in volunteer work at YPSA.
- **DOJ/FBI Livescan** – for all volunteers who work with or supervise scholars without the direct supervision of a certificated staff, or who otherwise have/will have direct contact with or supervision of children for more than 16 hours per month or 32 hours per year. Fingerprinting forms are available at the front office.

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Please note that the school does not cover the cost of fingerprint clearance services for visitors or volunteers. For assistance in locating the nearest fingerprinting locations, please visit the front office.

Volunteers that will have frequent or prolonged contact with scholars shall also undergo a tuberculosis (TB) risk assessment and, if TB risk factors are identified, be examined and determined to be free of active TB.

Restroom Use:

For safety and liability reasons, the academy does not provide restroom access to the public. The boys' and girls' restrooms are reserved for YPSA scholars only. Designated adult restrooms are available for YPSA family members. Any non-YPSA children must be accompanied by an adult when using the restroom. Please see the main office to request restroom access.

Reporting an Absence:

All absences are unexcused until cleared. If your scholar is absent for three (3) consecutive days due to illness, a doctor's note is required for the absence to be excused. Parents are responsible for providing the school with reason for an absence. Excessive absences may result in a designation of truancy and may lead to a meeting with school administration/designee. Continued unexcused absences may result in involuntary withdrawal from the academy in accordance with the academy's attendance policy.

Ways to contact the school to clear an absence:

1. Call the main office at 916-433-5057
2. Report to the main office in person to fill out the absence excusal form
3. Go to www.ypsacharter.org/contact

Telephone Calls/Use

In the event of an emergency, the school office will issue a phone call home to parents.

- In non-emergency situations, the teacher will provide a courtesy phone call to parents at the next break in the school day.
- Scholars in emergency situations may be provided with a pass signed by their teacher to use the phone in the office. The pass MUST be signed by their teacher.
- Telephone calls will not be transferred to teachers during instructional hours (8:00am-3:00pm). Messages will be taken by the office staff, and teachers will respond between the 3:00 pm – 5:00 pm of the day or within 24 hours.

Parking Lot and Scholar Drop Off

Scholars may be dropped off in front of the school along the white-marked loading zone. When using this area, **do not turn off your engine or exit your vehicle**. Please drive slowly and follow all directions given by the crosswalk staff or crossing guard to ensure the safety of all scholars and families. Yield to pedestrians using the crosswalk.

Handicap parking is accessible in the staff lot. However, for the safety of our scholars and staff refrain from parking and or dropping off your scholar in the school parking lot.

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When parking across the street, be sure to have your scholar use the crosswalk and follow crosswalk procedures. For the safety of all scholars, do not make U-turns anywhere in front of the school. Double parking in front of the school is not only illegal, but also a safety concern for our scholars as well. Please do not double-park in front of the school as it creates a hazard for scholars and blocks the flow of traffic.

Bikes, Scooters, Skateboards

Parents/guardians of scholars who bike, scoot, or skateboard to school must submit a signed form to the office indicating parental permission to do so (Form is attached at the end and available in the Main Office). If bikes are ridden to school, they **must be walked** on school property and locked in the bike rack using their own locks. YPSA is not responsible for damaged or stolen bikes, scooters, or skateboards.

Walking to School and Walking Home

Apart from TK and Kinder scholars, who will be released with parental hand-off, parents who wish for their scholar to walk to school and/or walk home from school will need to establish clear expectations with their scholar and submit a signed consent form to the school (attached at the end and available in the Main Office).

The school will not be able to monitor and supervise scholars on their walk home. Parents of walking scholars are expected to discuss and practice the walking route with their child, set clear expectations about going directly home after dismissal, and establish a routine check-in process. It's important to remind scholars to stay alert by avoiding distractions like phones or earbuds, dress appropriately for visibility and weather, and have regular conversations about safety, including how to cross streets safely, avoid strangers, and respond in case of an emergency.

Dress Code

Parents should evaluate their scholar's attire each morning to ensure that they are dressed comfortably and appropriately for school.

Considerations when helping your scholar select their clothing for the day:

- Weather
- Athletic shoes (tennis) or other closed-toe shoes must be always worn by scholars as open-toed shoes, sandals, and high heel shoes increase the risk of injury.
- Velcro straps if your scholar is still learning to tie shoelaces.
- A letter or flyer will be sent home for any special events and activities that may allow exceptions for attire.
- Writing the name of your scholar on his/her clothing tag (jackets, sweaters, etc.).

The following are **NOT allowed**:

- Makeup, glitter, and extra-long nails (real or artificial)
- Tops: Halter, spaghetti straps, tank tops, inappropriate graphic and/or language
- Bottoms: Shorts, skirts, and dresses must be at least "fingertip" in length when arms are at their sides.
- Saggy pants and fishnet stockings
- Open-toe sandals, slippers (no backing), high heels

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- Full facial painting and or full facial coverage masks that obscure identity

Lost & Found

The *lost-and-found* is in the cafeteria; be sure to check it periodically. Any items not picked up by the end of each trimester will be donated to a charitable organization. We highly recommend labeling all personal property with a permanent marker to help us return it to you if found. Lost-and-found can be accessed before the morning bell and after the dismissal bell.

Change of Address or Phone Numbers

It is the duty of parents to notify the school office as soon as possible if any changes occur in home address, phone numbers, or if authorized individuals to pick up your scholar have been changed. New information is vital for the protection and safety of your scholar. If there is an active and current **protection order or restraining order**, parents are required to provide a copy to the school as soon as possible, e.g. at the time of enrollment.

Doctors and emergency rooms will NOT treat scholars without their parents' consent; and in the event of an emergency, we must be able to reach parents.

Emergency Cards

Every scholar is required to have a complete and updated emergency card on file in the office. In case of an emergency, YPSA needs current names and phone numbers of adults authorized to pick up scholars. It is also extremely important that numbers for home, work, daycare, emergency contacts, and doctors be included so that YPSA can contact the appropriate person in the event of an illness, accident, or other emergencies.

No scholar will be released to any adult who is not listed on the emergency card. Picture identification will be required when picking scholars for an early dismissal. Changes to emergency cards can only be made by the child's parent and or legal guardian. If both parents have custody of the child, no one parent may remove the other parent from the emergency contact list without court order or otherwise in accordance with applicable law.

Food/Snack Guidelines for School Activities or Events (Potluck)

- Only 1 Potluck will be allowed per trimester, per class. Your child's teacher will let you know when these dates may be.
- Any requests to deliver birthday or celebratory items should be communicated to your scholar's teacher and/or the Main Office 24 hours in advance.
- Food for school activities, special school events, meetings, and classroom potluck must be either prepared by district cafeteria staff, prepared by a vendor, or store bought.
 - **Home- baked/home prepared** snacks / food may not be shared on campus. **Only store purchased foods are allowed.**
 - All food served must come from an approved food source.
 - Snacks / Food must have an **ingredient label for allergen verification and receipt** of purchase.

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- Food should be unopened and in a sealed package prior to use.

Cafeteria Food/Lunch

The school provides free breakfast, lunch, and supper for all scholars. All meal items must be consumed in designated spaces or discarded. Meals are served as “whole” to meet nutrition requirements and not on an *a la carte* basis. Scholars on an IEP with a special diet should see the front office to secure a Special Diet Request form.

To ensure that health and safety guidelines are followed, all home-prepared meals should be cold. Sharing or heating lunches are not permitted. Additionally, scholars are responsible for tracking and carrying their own lunchboxes. The school is not responsible for lost and stolen lunchboxes.

Deliveries to Scholars / Staff

School related materials and items dropped off by parent(s) or guardians such as lunches, textbooks, supplies, clothing, projects, or other items are to be left in the Main Office. The office clerks will contact the classroom to have the item(s) picked up during the respective breaks in the scholar's respective Daily Schedule. Personal items or gifts are not accepted and may be subject to confiscation or discard (toys, blankets, flowers, etc.).

Soliciting

Parents, staff, or community members may not solicit, promote, or sell any advertisement/items on school grounds. The act of promoting and/or selling goods or services without administrative authorization is subject to disciplinary actions and may result in the removal from campus and/or restriction of future access. Any and all programs, flyers, announcements or similar items must be screened by the Principal and authorized in writing prior to distribution.

Personal Property

All scholars' personal belongings are to be left at home, especially if the items have significant personal or monetary value. YPSA is not responsible and will not replace lost, damaged, or stolen personal property.

- **Money** should not be brought to school, unless there is permission from the parents for a specific purpose such as supporting a school fundraiser and/or going on a study trip with the intent of purchasing something.
- Coats, hats, and backpacks should be clearly marked with the scholar's name for identification purposes.
- **Personal items** such as toys, trading cards, electronic games, etc. are not allowed at school. These items may be confiscated by staff and returned to scholars at the end of the day. If observed repeatedly, parents will be contacted by staff prior to the return of items/s.
- **I-Pods /I-Pads**, or other similar electronic devices of high value are not allowed during regular school hours.
 - If found, these items will be confiscated and kept in the office. Parent(s) must visit the office to retrieve the item(s).
- Lost items are placed in the *lost and found* area located in the back of the cafeteria. Parents and scholars can visit the *lost and found* from 5:00PM to 5:15PM

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during a school day and or during *Parent Teacher Conference Week* to reclaim lost items. The remaining items will be donated to Good Will during Winter Break, Spring Break, & Summer Break.

Cell Phone, Smartphone, and Smartwatch Policy

Cellular phones and similar devices (including smartphones, Apple watches, etc.) may be allowed on campus but must be turned off and out of view between 8:00 am – 5:30 pm. If cellular phones or similar devices are turned on and used, they will be confiscated by staff and placed in the Main Office for parents to come by and pick up during dismissal.

Scholars shall not be prohibited from possessing or using a smartphone under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to a scholar to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the scholar and/or if required in a scholar's IEP.
 - In accordance with California Education Code § 48901.7, Yav Pem Suab Academy allows exceptions to its scholar cellphone policy when a licensed physician or surgeon determines that a smartphone is necessary for the health or well-being of a scholar. A formal letter from the licensed physician or surgeon must be submitted and kept on file in the school office. The letter must clearly state the medical reason, duration, and any limitations related to the scholar's use of the smartphone. This exception is reviewed annually or as needed, and the school reserves the right to request updated documentation at any time.

School Property

Parents and guardians have financial responsibility for damage caused by their scholar to school property during or after school, in accordance with applicable law. Items include but are not limited to general school property and facility, equipment, assigned laptops, iPad, textbooks, etc.

Scholar Insurance

We encourage parents to maintain their own health and medical insurance.

Honorable Behavior System

Our goal at Yav Pem Suab Academy is to maintain a positive, safe, and welcoming learning environment. Our discipline policy contributes to the academic atmosphere and scholar's achievement by emphasizing the importance of regular attendance, promptness, academic work, respect for others and good conduct. Scholars will be learning about good character through our LIFESKILLS component of the charter. Scholars who fail to meet this requirement are subject to appropriate interventions and consequences aligned with the school's discipline policy.

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Award Assembly Criteria

Awards Assemblies is open to YPSA families and occur on the first Thursday of every month starting in September. Teachers, in collaboration with other staff members, will select scholars to receive monthly awards. The different sets of criteria are listed below:

Award 1: Scholar of the Month

This award is given on a monthly basis to 1 scholar per class. The scholars of the month are acknowledged during the monthly Award Assembly.

Scholar of the Month recipients are scholars who demonstrate:

- (1) Academic achievement for the month
- (2) Effort and personal best
- (3) Great character and citizenship
- (4) Take responsibility for choices and action

Award 2: Scholars' Choice

This award is given on a monthly basis to 1 scholar per class. The scholar's choice award is acknowledged during the monthly Award Assembly. The scholars in the classroom vote on their top scholar to receive this award.

Scholars' Choice Award recipients are scholars nominated by the class showing:

- (1) The three personal standards [Show respect, make good decisions, and solve problems]
- (2) Use of Lifelong Guidelines and LIFESKILLS
- (3) Strong side
- (4) Use of keeping your power
- (5) A model scholar and great citizenship

Award 3: Principal Honor Award

This award is given on a monthly basis to 1 scholar per grade level. The school principal/assistant principal, in collaboration with the classroom teacher for academic gains, observes for and selects scholars to receive this award.

Principal Honor Award recipients are scholars who:

- (1) Make responsible choices
- (2) Treat others fairly
- (3) Demonstrate improvement in attendance
- (4) Use integrity to make the right choices regardless of the circumstance
- (5) Contribute to solving problems
- (6) Inspire others to want to become better
- (7) Lead by example and are role models for others
- (8) Do the work when nobody is willing to
- (9) Displays self-management and reflection

Award 4: Scholar of the Year Award

This award is given on a yearly basis to 1 scholar per class. The Scholar of the Year is acknowledged during the last month Awards Assembly in June.

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Scholar of the Year recipients are scholars who have been:

- (1) Selected previously as a Scholar of the Month
- (2) Modeled Lifelong Guidelines and LIFESKILLS
- (3) Demonstrates academic excellence and great citizenship
- (4) Outstanding attendance (98% or higher)

Perfect Attendance Award System

In an effort to improve attendance rates and eliminate late arrivals of scholars in the morning, we implemented our attendance campaign, "Every Scholar, Every Day, on time". The campaign is centered on the theme of *being on time every day* and the LIFESKILL of "responsibility". Please help your scholars understand that being in class and on time means being a responsible scholar.

Each month starting in September, scholars with 100% attendance are recognized for having perfect attendance. This recognition repeats every month through the school year. Parents of scholars who receive this recognition will get a personal phone call from the principal/ principal designee to be acknowledged for their efforts to support their scholar and to attend the respective assembly awards. Pictures from the awards assembly will be posted on the school website and on Class Dojo.

Scholars receiving repeated recognition will receive a star next to their already posted photo on the *Wall of Fame*. Each scholar can potentially receive up to 10 stars, representing 10 months of perfect attendance.

To qualify for perfect attendance, scholars must have ZERO TARDIES AND ZERO ABSENCES. At the end of the school year, all scholars with perfect attendance are eligible to enter for the end of the year drawing contest for a mystery prize sponsored by Tiger Society.

In addition to the end of the year drawing, we are also providing incentives to the classes with the highest percentage of attendance for the year. The classroom with the highest attendance rate will get a pizza party. The runner-up classroom will get popsicles!

Response to Intervention (RTI) / Multiple Tiers of Support (MTSS)

YPSA provides a response to intervention support option for our general education program when organizing meaningful and engaging curriculum and instruction for scholars. This system supports compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004), involving a multi-level prevention system in a general education program that maximizes scholar academic achievement and sets forth appropriate behavior supports and discipline measures (YPSA Charter Petition pg. 51 and per EC56303).

Tiers of RTI:

- Tier 1: Core Instructional Program for ALL scholars - 80% (Instructional Program)
- Tier 2: Smaller group that requires additional support – 10% to 15% (Tier 1 & ILP)
- Tier 3: One-on-One or more intensive interventions – 5% to 10% (Tier 1, 2, & SST)

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If the response to intervention requires more collaboration, an Individual Learning Plan (ILP) is developed with specific goals and outcomes to meet the needs of the scholar. After this plan has been shared with parents, scholars, and other support personnel, it is then implemented, and progress is monitored for the next 8 weeks. Data is collected every 2 weeks and shared with stakeholders at the end of the 8th week for a determination. If this process requires more intervention, then a Scholar Success Team (SST) is initiated. This is a positive, team-oriented, response to intervention process that includes collaboration between staff, parents, scholars, and administrators to assist scholars with a wide range of interventions. The purpose of the SST is to identify struggles and design a support plan for scholars having difficulty in the general education classroom. The SST plan is implemented for a duration of eight weeks.

Either a staff member or parent can generate a referral request to the administrator for an SST if the ILP has been ineffective. The SST team usually consists of a parent, teacher, administrator, and support personnel from the school. Scholars may also be included depending on their age. A special education teacher or the Special Education Director may also participate to give his or her perspective.

The SST meeting provides everyone with an opportunity to share concerns and develop a plan. The intervention plan agreed upon will vary depending on the scholar's needs. The team may also make recommendations for additional specialized observations and support from different professionals and ultimately a formal special education evaluation. Follow-up meetings are scheduled every 8 weeks or as needed to ensure that the plan is working and to make any adjustments as needed.

Process and Procedures

(1) Pre-SST Documents Completed

- Prior to referring scholars to the SST meeting, the pre-SST documents must be completed by all relevant parties and given to the SST coordinator and administrator.

(2) Scholar is referred to SST.

- The scholar may be referred to the SST by the teacher, parent, administrator, or an outside agency after any pre-SST Interventions have proven ineffective. The SST documents are completed, and a SST meeting is scheduled.

(3) Convene the SST meeting to examine the SST documents and discuss any concerns.

- The team examines and analyzes all data and attempted interventions.

(4) Develop the SST Intervention Plan for Tier Three

- The team develops an intervention plan which documents scholar strength, current achievement data, concerns and recommends intervention strategies to address the concerns.
- The team delineates methods of data collection, person responsible for delivering the intervention and person responsible for monitoring intervention effectiveness.

(5) Implement Intervention Plan for 8 weeks

(6) SST Reconvenes to Review Progress

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- The team reviews progress of the current intervention plan, examines and analyzes current data and determines more intensive Tier Three interventions as needed.
- If the data reveals that the current intervention plan is working, and the scholar is making progress, the team will determine to either continue the plan or terminate the plan and return the scholar to Tier One Intervention with progress monitoring by the teacher.
- If the data reveals that the current interventions are not working, and the scholar is not making progress, the team will consider referral for specialized assistance such as evaluation for special education or alternative education program.

(7) Possible Scholar Retention

- After all interventions and if the scholars is still far below grade level standards and if retention is in the best interest of the scholar, consider:
 - i. Age
 - ii. Achievement Level (Making little or slow progress in primary grades)
 - iii. Language Proficiency Level (Making little or no progress on the ELPAC)
 - iv. Social-emotional / Developmental Level (Is mature socially and developmentally)
- All members of the team must agree that this is in the best interest of the scholar.
- A letterhead will be drafted and sent to the parents before the last week of school detailing which teacher the scholar will remain with for the upcoming school year so that he or she can be provided another opportunity to learn grade level standards and content.
- The letterhead is sent home and kept in the scholar's cumulative record.

School Wide Procedures for Scholars

Campus Procedures:

YPSA believes that in order to have a smooth and healthy school culture, it is essential to provide a roadmap for day-to-day operation.

The following list of classroom procedures provides consistency and encourages participation from all scholars:

- | | |
|--|--|
| 1. Entering the classroom, | 13. Transitioning from one activity to the next, |
| 2. Dismissing at the end of the period or day, | 14. Collecting/returning scholar work, |
| 3. Returning to class after an absence | 15. Getting materials without disturbing others, |
| 4. Arriving to class tardy | 16. When teacher is teaching. |
| 5. Quieting a class | 17. Moving about the room, |
| 6. Beginning of the period or day | 18. When you're done with your classwork, |
| 7. Asking for help | 19. Going to the restroom, |
| 8. Moving of scholars and papers | 20. Getting a drink of water, |
| 9. Listening to/responding to questions | 21. Scheduling Class Meetings, |
| 10. Working cooperatively | 22. Using the different voice levels in the classroom, |
| 11. Changing groups | 23. Working on workshop items, |
| 12. Keeping a scholar notebook | 24. Using the LIFESKILLS and Lifelong Guidelines |

Campus Procedures:

1. Addressing adults,
2. Addressing scholars,
3. Walking and not running around the campus,
4. Entering the cafeteria, getting food, and finding a seat,
5. Leaving the cafeteria,
6. Entering the recess area and deciding which game to participate in,
7. Leaving the recess area and returning to class,
8. Understanding what conversations are appropriate with others outside of the classroom and which ones are not appropriate,
9. Entering the office area to see the counselor, health clerk, office staff or administration,
10. Attending a school assembly,
11. Walking in a line from one place to another,
12. Allowing Restroom Visitations,
13. Handling tardies and trancies,
14. Leaving school.

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Visitor Procedures:

1. Enter the school using the Main Office entrance to make a visitor's request.
2. Office staff will notify the appropriate staff (if unbeknownst, 24 hours in advance)
3. On day of approved visit, sign in at the Main Office to receive the proper badge identifying who you are (no exception and subject to ID check) and location of visit.
4. Read and acknowledge the Visitor Acknowledgement form.
5. Visit the approved location.
6. Return the badge to the Main Office and sign out before leaving the site.

Note: No visitor will be permitted to go directly to a classroom without authorization.

Threats, Intimidation, and Disruptive Conduct

Yav Pem Suab Academy is committed to maintaining a safe, respectful, and positive learning and working environment for all scholars, families, staff, and visitors. Threats, intimidation, harassment, aggressive behavior, or acts of violence directed toward scholars, employees, or school property will not be tolerated.

Any conduct that interferes with the safety, well-being, or ability of school personnel to perform their duties may result in school action, removal from campus, and/or referral to appropriate authorities.

All members of the school community are expected to communicate respectfully and work collaboratively to support a safe and productive school environment.

Assembly Procedure:

1. Enter quietly.
2. Sit in designated area.
3. Show respect by:
 - a. Being an active listener.
 - b. Participating when appropriate.
4. Cheer when appropriate—in a respectful way.
5. Wait for your teacher's signal to exit quietly.

Cafeteria Procedure (to feed your brain):

1. Walk in a straight, quiet line.
2. Walk to get your tray and milk.
3. Let the cafeteria server know the item(s) you want.
4. "Please and thank you" are expected.
5. Walk over to the salad bar and get your fruit/vegetable items.
6. Enter in your lunch number.
7. Walk over to your assigned table, sit, and eat.
8. Clean area before dismissal.

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Hallway Procedure:

1. Carry a hall pass.
2. Stay on walkways.
3. Single file.
4. Hands to self.
5. Face forward.
6. Walk Quietly.

Restroom Procedure:

1. Walk quietly in hallways.
2. Wait your turn.
3. Use toilet quickly.
4. Wash hands with soap.
5. Leave restroom clean (throw away trash, flush toilet).
6. Walk quietly to class.

Recess Procedure:

1. Quiet lines from classroom to blacktop.
2. Stay on school property.
3. Use the restroom and drink water before recess is over.
4. Take turns, play fair, and enjoy your recess.
5. If there is a conflict, work to problem-solve.
6. If injured enough to see the health clerk, see a teacher or yard duty, get a health referral pass and go to the main office.
7. Check out playground equipment at the cart and return at the end of recess.
8. When recess is over the bell rings:
 - i. Stop playing.
 - ii. Return all play equipment to the cart.
 - iii. Walk to your class line.
 - iv. Find your personal space.
 - v. Wait for your teacher without talking.

Office Procedure:

1. Scholars MUST have a pass at all times.
2. Walk without talking through the Main Office entrance.
3. Stand in front of the "lower counter" and wait for office staff.
4. Follow all directions given by office staff.

Health Office Procedure:

Scholars with non-urgent matters should visit the Health Office during recess time. Teachers and Yard Supervisors will use classroom First Aid kits for any minor cuts or scratches.

- A teacher or staff member will use the appropriate QR code/link to submit an electronic Health Office referral **before** sending their scholar to the health office.
- The scholar will walk directly to the health office.
- If the door is closed, the scholar will quietly knock on the door.
- The Health Clerk will review referrals then assess and assist scholar accordingly.

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- The Health Clerk will document a summary of the visit on an electronic log and record the visit on PowerSchool.
- The Health Clerk will provide a paper pass for the scholar at the end of the visit.
- The scholar will walk directly to class with the paper pass.
- Passes will be reviewed by the scholar's teacher.
- The scholar will take the pass home and share it with their parents at the end of the day.

A courtesy phone call home may be provided to parents from the Health Clerk. The Health Clerk will inform the administrator and contact the parent/guardian as soon as possible in the event of a major incident or accident. The Health Clerk will provide first aid and reach out directly to the Nurse Consult to determine if a call for an ambulance will need to be made.

Generally, parents/guardians will be called to pick their scholars up for the following reasons:

- Serious injury or concern that requires the scholar to be examined by a doctor
- The temperature is above 100 degrees and has not decreased after resting in the Health office for 15-20 minutes
- Rashes that are unrelated to heat or other known, non-contagious causes
- Symptoms of illness, including cough, shortness of breath, or difficulty breathing; congestion, sore throat, fever, or chills; Fatigue, headache, or body aches; Nausea, vomiting, or diarrhea; or new loss of taste or smell.

Otherwise, scholars will be sent back to class and encouraged to continue until dismissal time.

Policy for Fevers and Symptoms of Illness:

- Scholars that are sent home for any symptoms of illness will be required to stay home until at least 24 hours have passed since symptoms have resolved without any fever reducing medication.
- Parents/guardians must excuse absences daily by contacting the Main Office at 916-433-5057.
- Any absence exceeding **3 consecutive days** will NOT be excused without a doctor's note or an attestation form.

Dismissal Procedure:

1. Walk in a quiet, straight line to the front of the school with teachers/aides.
2. Remain in your pick-up zone.
3. Say goodbye by offering a fist bump or high five to a teacher before leaving.
 - a. If you have written permission to walk home, go straight home.

Code of Conduct

Discipline Life and Positive School Climate

"Disciplined Life" refers to empowering scholars to live a safe and productive life through the development of self-discipline in their everyday lives. YPSA understands that for scholars to be successful and productive, they must be disciplined. Scholars must respect themselves, like themselves, and be respected by others to succeed in today's world. YPSA seeks to develop programs that teach the following:

1. Scholars will be taught to identify areas of their lives important to them, develop goals and learn how to manage time.
2. Scholars will be taught decision making techniques that positively impact their lives in and outside of school.
3. Scholars will be taught to develop habits by repeating productive behaviors and developing flexibility and consistency.
4. Scholars will be taught to create boundaries, to maintain focus, to stay on track; and
5. Scholars will be taught how to identify support systems that are trustworthy and accountable.

The YPSA school-wide Disciplined Life program will assist scholars in understanding ways to handle their social, behavioral, and personal problems positively and productively. These YPSA systems and support will emphasize preventive and developmental programs and activities that provide scholars with the lifelong guidelines and related life skills needed to deal with problems before they worsen and to enhance scholars' personal, social, and academic growth.

A "Disciplined Life" is the key to developing a positive school climate. Scholars will be taught and supported in living a Disciplined Life to create an appropriate school climate so teaching and learning occur with little disruption.

Integrated throughout the curriculum will be Lifelong Guidelines and LIFESKILLS that lead scholars in living a Disciplined Life and experience success in all chosen endeavors. Scholars will continually visit these skills as they matriculate from grade to grade through the classroom and various school programs. The following is a chart of those guidelines and skills:

Behavior Expectations

YPSA believes as does Fred Jones and Lee Canter that scholar rules should be simple and clear. There should be very few rules, and they should be posted. Canter goes on to say in his model that stating rules/expectations clearly; applying positive consequences when expectations are met and negative consequences when they are not met; and being assertive rather than passive or hostile are key in managing scholar behavior in a positive and productive way. YPSA believes that Lee Canter's basic rules and expectations will serve as the foundation of its Disciplined Life system.

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1. Teachers have basic rights as educators:
 - a. The right to maintain an optimal setting for learning,
 - b. The right to expect appropriate behavior,
 - c. The right to expect help from parents and administrators when appropriate.
2. Scholars have basic rights as learners:
 - a. The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behavior,
 - b. The right to have appropriate support from their teachers for their appropriate behavior,
 - c. The right to choose how to behave with advanced knowledge of the consequences that will logically and certainly follow.
3. These needs/rights and conditions are met by a discipline plan by which the teacher clearly states the expectations, consistently applies the consequences/rewards, and never violates the best interests of the scholars. The classroom expectations are as follows:

Expectation 1: Teachers have a right to teach,

Expectation 2: Scholars have a right to learn,

Expectation 3: Scholars have a right not to be talked about or put down,

Expectation 4: Scholars have a right not to be touched or hit by other scholars,

Expectation 5: Scholars will not take or vandalize classroom materials or the personal items of others.

4. Around the campus/yard or cafeteria expectations for scholar behavior are as follows:

Expectation 1: Scholars have a right to play in appropriate places using the appropriate game rules,

Expectation 2: Scholars have a right to move about campus without being put- down, touched, or hit by other scholars,

Expectation 3: Scholars will use all campus facilities in an appropriate manner and during the appropriate times

Expectation 4: Scholars will always be respectful to adults and other scholars,

Expectation 5: Scholars will use the appropriate voice levels based on where they are and what they are doing.

- Level 1 Voices off,
- Level 2 Inside voice,
- Level 3 Presentation voice,
- Level 4 Outside voice.

5. Discipline planning works best when adults clearly state their expectations, consistently apply the consequences/rewards, and never violate the best interests of the scholars.

When initiating the classroom plan teachers should do the following:

- a. Stating and teaching expectations early.
- b. Persisting in stating expectations and wishes such as, "I need you to ..."

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and "I like that." ["I messages" don't interfere with the scholar's positive self-

esteem. "You are no good, why won't you behave," does interfere.]

- c. Using a clear, calm, firm voice and eye contact.
- d. Using non-verbal gestures that support the verbal statements.
- e. Influencing scholar behavior without threats or shouting. ["You're not talking" and "I like that ___ has her/his voice off."]
- f. Practicing the broken record technique [calmly repeating the message every time scholar tries to argue] rather than escalating into an argument.

YPSA Discipline Matrix

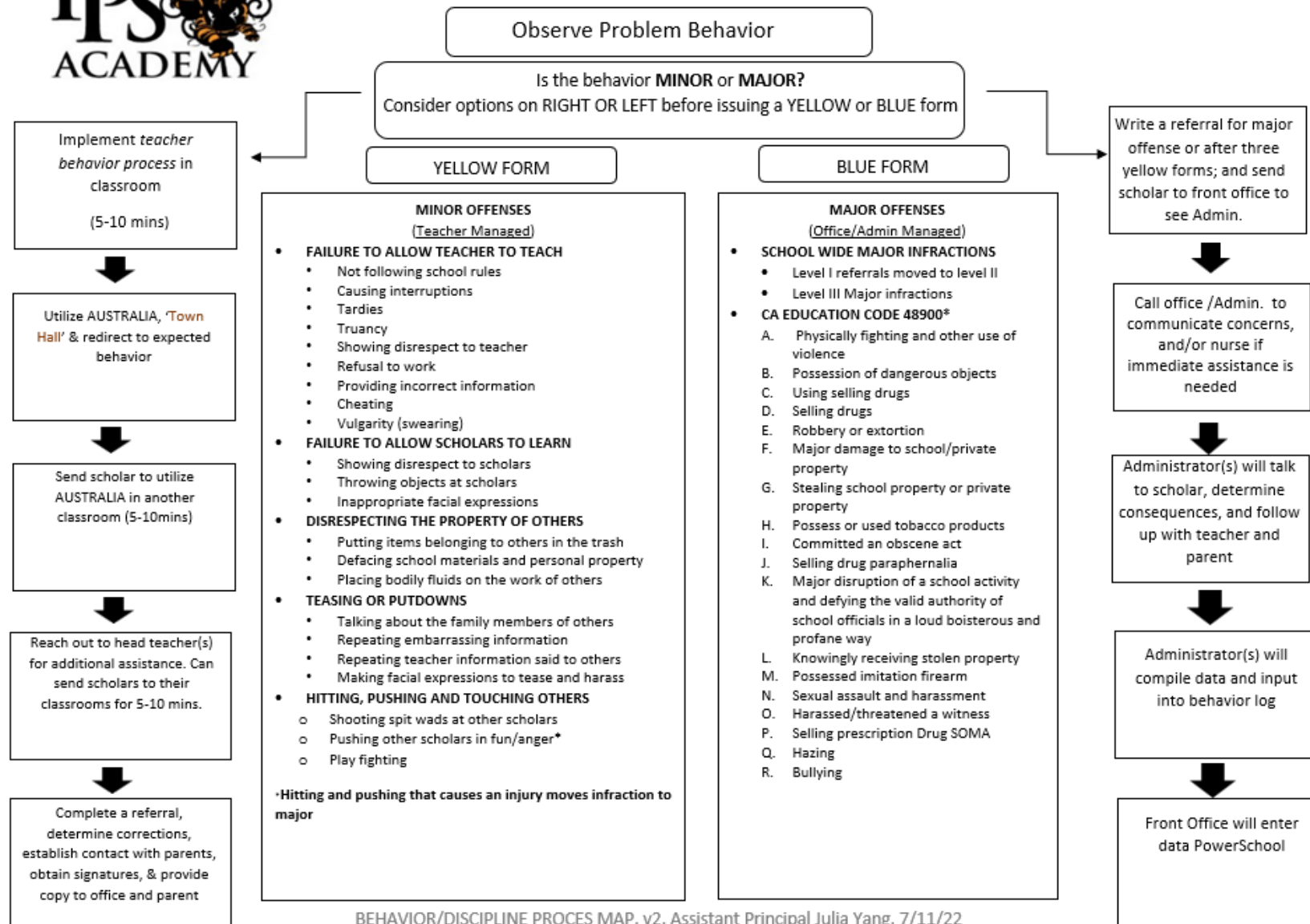
The purpose of the Discipline Matrix is to simplify the flow of discipline on the school campus so that scholars, staff and parents can easily understand it. It divides discipline into three levels. The first level is discipline as it relates to the classroom. The second level is discipline relating to behavior outside the classroom for which all staff are responsible. The third level is discipline as it relates to issues that are unresolved in the first or second level and require administrative intervention. YPSA's Behavior Intervention matrix is implemented using LIFESKILLS language and strives for an outcome that is supportive of scholar growth in making good choices.

YPSA Behavior Intervention Matrix

Level I Teacher Responsibility	Level II Everyone's Responsibility	Level III ADMIN Responsibility
Scholar Infractions: Not following school or campus rules; tardies; truancy; showing disrespect to scholars and teacher; refusal to work; cheating; vulgarity; hitting/pushing/kicking others, taking personal items; and failure to allow teachers to teach and scholars to learn. Progressive Classroom Discipline Procedures: 1. Warning/conference (target talk, townhall, Australia, etc.) and investigate 2. Teacher imposed consequences i.e., choices, chances, recess academy/detention*, standards, point deductions 3. Parent phone call/ joint consequences 4. Other interventions a. Counselor b. Send scholar to reset room (Headteacher or Lead Teacher) c. Restorative justice d. Develop a special contract e. Referral to community agency (Wellness Check) f. Class Suspension* 5. Restore scholar to regular classroom status 6. Referral to "Level II" *Scholars sent out of class by teacher will be considered In-House Suspension/Class Suspended. (Teacher MUST inform parents immediately or within 24 hours. Teacher must secure a location for work to be completed. Parent signs yellow form and In-House Suspension form. Teacher secures a schedule time and date for a conference prior to scholar's return to the classroom with an integration plan). Teacher will discuss concerns and strategies for support with the partnership of parent and scholar along with expectations. Office may support with securing signatures and sending letters home. *Teachers will facilitate their own lunch, P.E. or recess detentions and notify parents. A conference must be held and support plan must be discussed by the teacher, scholar, and parent prior to re-entry into the classroom.	Scholar Infractions (outside of class) Violating school rules; vulgarity; forgery; gambling; grand theft/possession of stolen property; drugs/alcohol; bus conduct; excessive inappropriate behavior; sexual harassment; weapons; robbery; extortion; fighting; assault; destruction of property; threatening staff or bullying other scholars; absolute defiance: defined as a disruptive, threatening, and loudly profane and aggressive refusal on the part of a scholar to follow staff directions. Procedure: 1. Referral to classroom teacher if infraction is minor e.g. talking back; arguing with other scholars; refusal to follow game rules; refusal to immediately follow the directions of an adult, - teacher will use Level I. 2. Referral to Administrator if infraction is major (Level III) e.g., fighting; drugs/alcohol; gambling; weapons; bullying- Admin will inform classroom teacher.	Scholar Infractions: Unresolved Level I and II infractions and 48900 a – r and 48915 c Infractions Administrative Procedures: 1. Parent/Teacher/Counselor/Scholar Conference 2. Restorative Justice 3. Scholar Study Team Conference 4. Home/school joint consequence 5. Manifestation Determination Meeting as appropriate 6. School site intervention program, i.e., Friday School, Recess/PE Academy etc. 7. Suspensions 1-5 days as a last resort 8. Behavior hearing 9. Follow Up



BEHAVIOR / DISCIPLINE PROCESS MAP



BEHAVIOR/DISCIPLINE PROCES MAP, v2, Assistant Principal Julia Yang, 7/11/22

Anti-Discrimination, Harassment, Bullying, Intimidation Policy

Discrimination, harassment, intimidation and bullying of any kind based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within YPSA's jurisdiction, and all acts of the UCSC governing board in enacting policies and procedures that govern the school. If school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so. YPSA will implement firm consequences for scholars who engage in actions that include bullying, harassment, intimidation and discrimination. Consequences may include one or more of the following: a warning, parent notification, meeting with Administration, making amends to the victim, loss of ability to attend school social activities, detention, behavior contract, or suspension.

Complaint Filing and Investigation Procedures

- A scholar may choose to talk to the individual causing discrimination, harassment, intimidation or bullying. If the objectionable behavior does not cease immediately, the scholar must immediately report the conduct to the Administration or to a teacher who will report it to the Administration. Additionally, scholars who observe, overhear, or otherwise witness such actions must report the behaviors to a staff member immediately.
- Complaints regarding discrimination, harassment, intimidation and bullying can be filed pursuant to YPSA's Uniform Complaint Procedures (UCP). Complaints relating to sex-based discrimination, including sexual harassment, can be filed pursuant to Title IX. All related timelines and appeal process(es) for UCP and Title IX shall apply.

Bullying and Cyberbullying

Per this policy, bullying includes aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

The Superintendent, and/or Administration may recommend suspension and/or expulsion for bullying behaviors.

Indicators of bullying behavior at Yav Pem Suab Academy include, but are not necessarily limited to the following:

- ☑ **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors
- ☑ **Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images or exhibiting inappropriate and/or threatening gestures or actions.
- ☑ **Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, and hair-pulling, fighting, beating, biting, spitting, or destroying property.

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- ☑ **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- ☑ **Cyber-Bullying:** Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication. Cyber-bullying can occur over social media, including through forums such as Internet websites with free registration and ease of registration, Internet websites offering peer-to-peer instant messaging, Internet websites offering comment forums or sections, and Internet websites offering image or video posting platforms.

Social Media Use Policy

Pem Suab Academy is committed to ensuring the safety and well-being of all scholars by addressing the potential risks associated with social media use. As a school that prioritizes Body-Brain Compatible Education and the development of LIFESKILLS, we recognize that responsible digital behavior is an essential component of a healthy learning environment. Through collaboration between scholars, staff, and families, we aim to empower scholars with the skills to think critically, communicate effectively, and act responsibly in the digital world while fostering a culture of respect, self-regulation, and empathy.

Guidelines for Scholars

Scholars are expected to demonstrate LIFESKILLS in their online interactions, both inside and outside the school environment. The following behaviors align with our core values and expectations:

1. Responsibility – Scholars must use social media with integrity, understanding that their digital action has real-world consequences.
2. Caring and Respect – Online communication should reflect kindness, inclusivity, and respect for others. Cyberbullying, harassment, or harmful interactions will not be tolerated.
3. Integrity – Scholars must avoid spreading misinformation, impersonating others, or engaging in deceitful behavior.
4. Perseverance – When facing challenges online, such as negative peer interactions or misinformation, scholars should seek guidance and apply problem-solving strategies.
5. Effort – Scholars are encouraged to engage in positive digital citizenship, actively contributing to an online environment that promotes learning and growth.

To align with these expectations, the following social media behaviors are strictly prohibited:

1. Cyberbullying or Harassment – Any use of social media to threaten, intimidate, or harm others.
2. Inappropriate Content – Sharing or engaging with explicit, violent, or disruptive material.
3. Misinformation & Dishonesty – Spreading false narratives or misrepresenting information.
4. Privacy Violations – Sharing personal details or confidential school-related information.
5. Disruptive Digital Behavior – Excessive social media use during school hours that interferes with learning.

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Staff Responsibilities & Monitoring

1. Teachers integrate digital literacy lessons into instruction, reinforcing how social media affects the brain, emotions, and relationships.
2. Educators model responsible technology use, demonstrating how to apply LIFESKILLS in the digital world.
3. The school monitors and addresses digital behavior that impacts the school environment, in alignment with school policies and applicable law.

Parent & Family Responsibilities

Recognizing that social media use extends beyond the school environment, parents play a critical role in ensuring their child's online safety. The school encourages families to actively engage in their scholar's digital life by:

1. Supervising Social Media Use at Home
 - Monitor your child's online activities, including the platforms they use and the content they engage with.
 - Set clear boundaries on screen time and social media use to promote a healthy balance between online and offline activities.
2. Teaching Responsible Digital Behavior
 - Reinforce the importance of LIFESKILLS such as integrity, respect, and responsibility in digital interactions.
 - Encourage open conversations about cyberbullying, misinformation, and online safety.
 - Remind scholars that anything posted online is permanent and can have long-term consequences.
3. Partnering with the School
 - Attend parent education workshops hosted by the school on digital safety and responsible technology use.
 - Support the school's efforts by reinforcing positive digital citizenship at home.
 - Stay informed about school policies regarding technology and work collaboratively with educators if concerns arise.
4. Encouraging Open Communication
 - Create a safe space where scholars feel comfortable discussing negative online experiences.
 - Encourage your child to report cyberbullying or inappropriate interactions to a trusted adult.
 - Seek support from school staff or mental health professionals if online experiences begin affecting your child's well-being.

Response to Violations

1. Any scholar who violates this policy will be guided through a restorative approach rooted in the Body Brain Compatible Education model, allowing them to reflect on their actions and learn from their mistakes.
2. Depending on the severity, consequences may include counseling, loss of privileges, restorative justice practices, or disciplinary action as per school policy and state regulations.

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3. Severe cases involving threats, harassment, or illegal activity will be escalated to law enforcement or relevant authorities.
4. The school will partner with parents to address repeated concerns and develop intervention plans as needed.
5. Scholars and families are encouraged to report any concerns related to social media safety to a trusted staff member or through the school's anonymous reporting system.
6. The school provides emotional support, counseling, and intervention strategies for scholars affected by cyberbullying or online safety concerns.
7. Parents provided with resources and strategies to help guide their scholars through digital challenges.

Commitment to a Safe & Responsible Digital Community

By fostering a collaborative approach between scholars, families, and educators, Yav Pem Suab Academy aims to create a safe, respectful, and responsible digital environment that aligns with LIFESKILLS and Body-Brain Compatible Education principles. We encourage ongoing discussions at home and in school to help scholars navigate the digital world with confidence, empathy, and responsibility.

Attendance Policy

(Yav Pem Suab Academy Policy for Regular Attendance and Prompt Arrival to School)

Purpose: to ensure that all scholars attend school regularly and maximize their learning time to learn and achieve grade level standards and expectations.

Attendance Rules and Expectations

1. All scholars are required to be at school during instructional time from 8:00 a.m. to 5:00 p.m. (or to 2:00 p.m if TK/K)
2. A scholar who arrives to school after 8:00 a.m. will be recorded as tardy for that day.
3. An early dismissal will be declared for a scholar who is dismissed before 5:00 p.m. (or 2:00 pm. If TK/K)

Attendance Procedures

The school will review the cases of scholars with excessive absence and or tardy procedures. The following procedures shall be implemented to support the YPSA attendance policy:

a. Excused Absences

i. Pursuant to Education Code section 48205(a), a student's absence shall be excused under the specific circumstances as described under the statute, including but not limited to:

- Due to the scholar's illness
- Due to quarantine under the direction of a county or city health officer

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- For the purpose of having medical, dental, optometric, or chiropractic services rendered
- For the purpose of attending the funeral services of an immediate family member, so long as the absence is not more than 5 days
- Other absences at the discretion of the Principal or designee

Absences for all other reasons shall be considered unexcused.

b. Absence Verification

i. When scholars who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify scholar absences:

1. Conversation, in person or by telephone, between the verifying employee and the scholar's parent/guardian. The employee shall subsequently record the following:
 - a. *Name of scholar.*
 - b. *Name of parent/guardian or parent representative.*
 - c. *Name of verifying employee.*
 - d. *Date or dates of absences; and*
 - e. *Reason for absence.*
2. Written note from parent/guardian.
3. Visit to the scholar's home by the verifying employee, or any other reasonable method which establishes the fact that the scholar was absent for the reasons stated. A written record shall be made, including the information outlined above.
4. Physician's verification.
 - a. When excusing scholars for medical/dental services, parents will provide verification of the appointment from the medical/dental provider. If your scholar is absent three (3) consecutive days due to illness, a doctor's note is required for the absences to be excused.

Scholars are required to attend school regularly. Since class participation is an integral part of scholars' learning experiences, parents/guardians and scholars shall be encouraged to schedule medical appointments during non-school hours.

Regardless of whether the absence will be considered excused or unexcused, we ask that parents/guardians call the school receptionist prior to the start of the instructional day if their scholar will be absent or tardy that day for any reason. Please contact the Main Office at 916-433-5057.

Truancy Procedures

If a scholar accepts an offer of admission into YPSA but does not attend the first three consecutive days of school, YPSA will proceed with disenrollment, unless the absence is related to health as verified by a physician or is due to other extenuating circumstances of which the school is notified by the first day.

The following process shall be followed by scholars who are repeatedly absent without excuse during a school year:

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1. Upon any unexcused absence and/or tardy, the school may, in its discretion and as appropriate, implement any of the following measures to reengage the scholar and their family:
 - a. Contact parent/guardian (e.g., phone call, email, automated telephone message)
 - b. Conduct home visit(s)
 - c. Schedule conference(s) with the scholar and/or parent/guardian, which may include reviewing/updating scholar's ILP
 - d. Refer family to appropriate outside services/agencies
 - e. Notify the District Attorney's Office
2. Truancy Letter #1 - When a scholar incurs three (3) unexcused absence(s) and/or unexcused tardy(ies) over 30 minutes, the school will send a letter sent home regarding the scholar's attendance.
3. Truancy Letter #2 - When a scholar incurs six (6) unexcused absence(s) and/or unexcused tardy(ies) over 30 minutes, or at an earlier or later point if the school deems appropriate, the school will send a second letter home regarding the scholar's attendance.
4. Truancy Letter #3 - When a scholar incurs nine (9) unexcused absence(s) and/or unexcused tardy(ies) over 30 minutes, or at an earlier or later point if the school deems appropriate, the school will send a third letter home regarding the scholar's attendance.
5. Final Letter of Truancy: Removal from YPSA - If the scholar continues to incur absence(s) and/or tardy(ies) over 30 minutes without excuse despite the school's efforts to reengage per above, YPSA may commence its disenrollment procedures for the scholar in accordance with the policies and procedures required by law and the charter, as discussed in the next section.
6. For all communications set forth in this process, the school will use the parent/guardian's contact information provided at registration/at the beginning of the year and/or any updated contact information. It is the parent/guardian's responsibility to update the school with any new contact information.

Removal from YPSA

YPSA may disenroll a scholar due to continued unexcused absences following the school's attempts to reengage, as described above. No scholar shall be involuntarily removed by YPSA for any reason unless the parent/guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the native language of the scholar's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the scholar is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.

The written notice shall inform the scholar, parent/guardian, educational rights holder, attorney, county social worker, and/or tribal social worker, as applicable, of the right to request a hearing adjudicated by a neutral officer within a reasonable number of days

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at which the scholar has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the scholar has the right to bring legal counsel or an advocate, provided that the request is made before the effective date of the action. If the scholar's parent, guardian, educational rights holder, attorney, county social worker, and/or tribal social worker as applicable accordingly requests such a hearing, the scholar shall remain enrolled and shall not be removed until YPSA issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.

If there is a decision to disenroll, YPSA's enrollment complaint form shall be sent to the scholar and family, and a notice will be sent to the scholar's district of residence within thirty (30) days. A decision not to disenroll the scholar does not prevent YPSA from making a similar recommendation in the future

Re-enrollment after removal

If a scholar previously considered for disenrollment returns to YPSA and continues to demonstrate the same unresolved issues (e.g., chronic absenteeism), the school reserves the right to initiate a new disenrollment process. All steps, including re-engagement efforts, written notice, and due process protections, will be followed.

Repetition of the same issue (like ongoing absences) may trigger a new review of the scholar's enrollment status. YPSA must still:

- Attempt re-engagement efforts (e.g., parent meetings, support plans, attendance contracts).
- Provide a new written notice (in the appropriate language) with at least 5 schooldays notice.
- Offer the right to a hearing again before any removal.

If a hearing is requested, the scholar must remain enrolled until a final decision is made

Retention

Scholars who are repeatedly absent miss valuable instructional time, which can cause a scholar to fall behind academically. Depending on the scholar's level of academic achievement and progress, the school may determine that a scholar needs to be retained in (i.e. repeat) their current grade level. YPSA approaches all scholar retention decisions on a case-by-case basis. Decisions regarding retention remain at the sole discretion of YPSA.

Health and Medical Information

Immunization/Enrollment:

The California School Immunization Law requires that scholars in California receive certain immunizations (shots) in order to attend school. Schools are required to check immunization records for all new scholar admissions before enrollment, enforce immunization requirements, maintain immunization records of all scholars enrolled, and submit reports.

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All immunizations documents must clearly state your scholar's name and birthdate, the name of the vaccination and the dates given, and the doctor and/or facilities stamp or signature.

If you have any questions about your scholar's immunizations, please contact your scholar's doctor. You can also get more information about California Immunization Requirements for K-12th grade, visit <https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/Immunization/IMM-231.pdf>

- The Law:
Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380;
California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

Oral Health Assessment Notification

This notice applies to parents of incoming TK/kindergarten scholars and incoming first grade scholars who were not in a public school in kindergarten:

Education Code Section 49452.8, requires that your scholar have an oral health assessment (dental check-up) by May 31 in either TK/kindergarten or first grade, whichever is their first year in public school. Assessments that have happened within the 12 months before your scholar enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional and is only required once.

The following information will help you find a dentist:

1. You can call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit [Smile California - Find a Dentist](https://smilecalifornia.org/find-a-dentist/) (<https://smilecalifornia.org/find-a-dentist/>) to find a dentist that accepts Medi-Cal. For help enrolling your child in Medi-Cal, you can apply by mail, go in person to your local Social Services office, or apply online at [Apply for Medi-Cal](https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx) (<https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx>).
2. For additional resources, contact your local public health department by visiting [Apply for Health Coverage](https://www.dhcs.ca.gov/services/medi-cal/Pages/CountyOffices.aspx) (<https://www.dhcs.ca.gov/services/medi-cal/Pages/CountyOffices.aspx>).

When you take your child to the dentist, please bring the Oral Health Assessment Form to be completed (see the main office for this form). If you cannot take your scholar for this assessment, you may be excused from this requirement by filling out [a](#) waiver form (see the main office for this form).

YPSA keeps scholars' health information private in accordance with applicable law.

We want your child to be healthy and ready for school. Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel

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good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention to and learning at school.

Listed are important tips to help your child stay healthy:

- Take your child to the dentist. Dental check-ups can help keep your child's mouth healthy and pain free.
- Choose healthy foods for the entire family, like fresh fruits and vegetables.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Limit candy and sweet drinks like punch, juice or soda. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for your child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give your child healthy choices like water, milk, and fruit instead.

Vision and Hearing Screenings

YPSA conducts vision screenings for scholars in grades K, 2, and 5 and all scholars with an IEP. Additionally, hearing screenings are provided for grades 1, 2, and 5 and all scholars with an IEP. Vision screening does not need to be provided to the same TK and K scholar as it only needs to be done once upon the scholar's first enrollment in public school (Ed. Code 49455)

Parents and staff may notify the Nurse if they believe their scholar may need to be screened. The nurse will confirm the request with the parent prior to adding the scholar to the screening roster. Referrals will be sent home for any scholars that do not pass the screening with recommendations for the next steps.

Medication Policy

All medications taken by scholars while at school, including prescription medication, over the counter medication, inhalers, cough drops, eye drops, ointments, and vitamins, require a Medication Authorization form, completed by both the physician and the parent/guardian. A new medication authorization form is also required if there are any changes in medication, dose, or administration time.

Prescription medication must be in its original container and clearly labeled by the pharmacy. Over the counter medication must be in its original container and clearly labeled with the scholar's full name and birth date. Medication must be handed off to the Main Office directly from the scholar's parent or guardian.

Scholars are not allowed to have any form of medication in their possession to self-medicate unless they are approved/stated by their doctor on their medication authorization form. Scholars will take prescribed medication under the supervision of the health clerk, a school nurse, or designee.

The medication, along with the forms, will remain in the health office. Medication must be picked up at the end of the school year. Any medication that is not picked up will be discarded over the summer.

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Parents may also choose to administer medication to their scholar by following this process:

1. Notify the Main Office before arriving at the school.
2. Sign the early dismissal and late check-in log.
3. Administer the medication **off campus**.
4. Drop scholar off in the Main Office.
5. Sign the early dismissal and late check-in log.

Head Lice Policy

A scholar that is suspected of having a case of head lice will be individually screened. If lice are present, the scholar's parents will be contacted by the Health Clerk.

- Parents are encouraged to begin lice treatment and remove all nits, immediately.
- Scholars may return to school the following day if the treatment has been completed.

Health and Hygiene

Proper hand hygiene and eye nose mouth etiquette will be practiced and promoted while in school. We ask that parents continue this practice at home. You can find information on hand hygiene on CDC's website:

<https://www.cdc.gov/handwashing/when-how-handwashing.html>.

Parents/Guardians should also ensure that their scholars have breakfast every morning and they come to school clean and neat every day. Scholars learn better when they feel good about themselves inside and out!

What To Do When You Have Concerns

In the process of educating scholars, we expect that all parents understand that education is a process, and that not everybody will perceive the same information or action in the same manner or way. Therefore, we anticipate misunderstandings, miscommunication, and questions. If you have a question or a concern, please follow these steps and help us with the least disruption to teaching and learning:

1. If the concern has to do with the classroom, call the Main Office and/or leave a message with the office staff for your scholar's teacher. He or she will contact you within 12-24 hours. Indicate your name, scholar's name, question or concern, contact information, and when would be the best time to reach you that is outside of instructional time.
2. If the concern doesn't have anything to do with classroom work or something the teacher oversees, please leave a message with the office clerks, and the Administration will contact you. Indicate your name, scholar's name, question or concern, contact information, and when would be the best time to reach you.

We will do our best to communicate and work with all our parents, and we ask that you help us by following up with us if ever a concern or question goes unanswered. Our goal is to get back to you within 12 hours, but if you don't hear from us, please let us know. Families and scholars can also submit formal complaints through the school's Uniform Complaint Procedures and Title IX processes, as applicable.

Information Regarding Type 1 Diabetes

YPSA is obligated to notify every scholar when s/he is first enrolled in elementary school about Type 1 diabetes.

Description

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

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production.

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

Risk Factors Associated with Type 1 Diabetes

It is recommended that scholars displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

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

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

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

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

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

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

Types of Diabetes Screening Tests That Are Available

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

Type 1 Diabetes Treatments

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

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

Scholar Mental Health Services

At Yav Pem Suab Academy, we recognize that scholars' mental health is essential to their overall well-being and academic success. In alignment with California Education Code § 49428, YPSA is committed to supporting the social-emotional and behavioral needs of all scholars

Your Mental Health is as Important as Your Physical Health

Practical coping strategies for everyday well-being can help reduce unpleasant thoughts, feelings, and behaviors.

Find one that works for you.

Activities shown: I am grateful for..., Enjoy a fun activity, Breath, stretch, relax, Inhale for 4, hold for 7, exhale for 8, I can do this!, I would like to share. I have been feeling..., QR Code

SIGNS TO WATCH OUT FOR

- Are you feeling sad, lonely, anxious or depressed?
- Do you regularly have negative thoughts?
- Are you unable to control your emotions?
- Do you rely on smoking or drugs to feel better?
- Do you harm yourself?
- Do you just want to be alone?

MENTAL HEALTH RESOURCES

School Counselor:
Jim Vue

School Wellness Center:
916.433.5057

School Peer Counselor:

Crisis Text Line:
Text "TALK" to 741741

Suicide & Crisis Lifeline:
988

Dangers of Synthetic Drugs

This annual notice aims to ensure that YPSA scholars and families are informed about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl, in accordance with Education Code Section 48985.5.

The illicit use and abuse of synthetic drugs represent an emerging and ongoing public health threat in California. Fentanyl is a potent synthetic opioid drug approximately 50 times stronger than heroin and 100 times stronger than morphine. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine.

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Scholars and families should also be aware that social media platforms carry the risk of being used to market and sell synthetic drugs, such as fentanyl.

Fentanyl-laced drugs are extremely dangerous and can lead to a fatal overdose. It is nearly impossible to tell if drugs have been laced with fentanyl because fentanyl cannot be seen, smelled, or tasted. The only safe medications are prescribed by a trusted medical professional and dispensed by a licensed pharmacist.

For more information about the dangers of fentanyl, visit the California Department of Public Health's website:

<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>

HPV Immunization Guidelines

Pursuant to Health and Safety Code Section 120336, YPSA hereby notifies incoming sixth grade scholars that they are advised to adhere to current human papillomavirus (HPV) immunization guidelines before admission or advancement to eighth grade per state public policy. The recommended age for obtaining the HPV vaccine is 11-12 years old to ensure that adolescents are protected before they are exposed to the virus. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Resources Related to Neurodiversity

Pursuant to Education Code Section 234.6, YPSA hereby ensures that resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning are accessible to parents/guardians and scholars: <https://ca-literacy-dyslexia-collab.ucla.edu/>.

ADDITIONAL INFORMATION

Annual Notification of FERPA Rights and Directory Information Policy

This serves as YPSA's Annual Notification of FERPA Rights and Directory Information Policy as required under the Family Educational Rights and Privacy Act (FERPA). YPSA stores various scholar records, including, but not limited to, transcripts, enrollment records, disciplinary records, and immunization records. FERPA affords parents and scholars who are 18 years of age or older ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records 5 business days after the day YPSA receives a request for access.

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Parents or eligible scholars should submit to the principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Parents or eligible scholars who wish to ask YPSA to amend a record should send a written request to the principal or designee. The written request should clearly identify the part of the record they want changed and specify why it should be changed. If YPSA decides not to amend the record as requested by the parent or eligible scholar, YPSA will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school Board of Directors. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

YPSA may disclose appropriately designated "directory information" without written consent, unless you have advised YPSA to the contrary in accordance with YPSA's procedures. The primary purpose of directory information is to allow YPSA to include

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information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your scholar's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want YPSA to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school office in writing within two weeks after the start of the school year, effective for the remainder of the school year.

YPSA has designated the following information as directory information:

- Scholar's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date of Birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin. YPSA will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Policy and Notification of Rights under Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary scholars certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education –
 1. Political affiliations or beliefs of the scholar or scholar's parent;
 2. Mental or psychological problems of the scholar or scholar's family;

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3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the scholar or scholar's parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a scholar out of –*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from scholars for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from scholars for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, scholars or educational institutions.)
 - *Inspect, upon request and before administration or use –*
 1. Protected information surveys of scholars and surveys created by a third party;
 2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under state law.

YPSA notifies parents of these policies at least annually at the start of each school year and after any substantive changes. YPSA will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. YPSA will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided with reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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- Collection, disclosure, or use of personal information collected from scholars for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Title IX

YPSA does not discriminate on the basis of sex in any of its programs or activities. Title IX of the Education Amendments of 1972 prohibits YPSA from discriminating in such a manner. This prohibition extends to admission, employment, and all programs and activities of YPSA. YPSA has designated the following individual as its Title IX Coordinator to receive complaints of sex discrimination, including sexual harassment:

Name: Jim Vue
Title: SPED Director
Address: 7555 S. Land Park Drive, Sacramento CA, 95831
Email: jim-vue@urbancsc.org
Phone: 916-433-5057

Inquiries about the application of Title IX may be referred to the YPSA Title IX Coordinator or to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or both.

State Testing

YPSA shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress). A parent or guardian may annually submit a written request to YPSA to excuse their child from any or all parts of CAASPP assessments.

Teacher Qualifications

All parents may request, and YPSA will provide in a timely manner information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including:

- Whether the scholar's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

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- Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided with services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact CFO/CBO Megan Lao at staff@urbancsc.org or 916-433-5057.

Safe Storage of Firearms Notice

California law requires schools to provide annual notice to parents/guardians of California's child access prevention laws and laws relating to the safe storage of firearms. (Ed. Code §§ 48986, 49390 et seq.)

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Human Trafficking Prevention

Please see the following resources focused on human trafficking prevention:

<https://www.cde.ca.gov/ls/ss/vp/commsexexploitationchild.asp>

<https://www.sacda.org/victim-services/human-trafficking/>

Uniform Complaint Procedures (UCP) Annual Notice

YPSA annually notifies scholars, employees, parents or guardians, and other interested parties of the Uniform Complaint Procedures (UCP) process. YPSA is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP. The UCP process is NOT used for personnel issues, general discipline concerns, and most curriculum or classroom management issues.

Programs and Activities Subject to the UCP

- Accommodation for Pregnant and Parenting Scholars
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, including any actual or perceived characteristics set forth in Penal Code section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by YPSA that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes noncompliance with Education Code sections 243(a) and 244(a).
- Educational and graduation requirements for scholars in foster care, scholars who are homeless, scholars from military families, scholars formerly in Juvenile Court now enrolled at YPSA, scholars who are migratory, and scholars participating in a newcomer program.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Child Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Scholar
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School or athletic team names, mascots, or nicknames

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- School site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems it appropriate.

Filing a UCP Complaint

Generally, a UCP complaint shall be filed no later than one (1) year from the date the alleged violation occurred, except that complaints regarding the educational rights of scholars experiencing foster care are not subject to the one-year timeline. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation, or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. For complaints relating to YPSA's LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by YPSA.

Complaints Concerning Pupil Fees

A scholar enrolled at YPSA shall not be required to pay a pupil fee for participation in an educational activity. A pupil fees complaint may be filed with the Principal or the Responsible Employee (defined below).

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a scholar as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
2. A security deposit, or other payment, that a scholar is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a scholar is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee or LCAP complaint may be filed anonymously (without an identifying signature) if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsible Employee

The designated official (Responsible Employee) to receive, investigate and respond to UCP complaints is the following individual unless otherwise the complaint is filed against him/her:

Name: Mary Lor

Title: Principal

Address: 7555 S. Land Park Drive, Sacramento, CA 95831

Phone: 916-433-5057

Email: mary-lor@urbancsc.org

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YPSA will ensure that the Responsible Employee and other employees who may be assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints.

Investigation Report and Right to Appeal

Complaints will be investigated, and an Investigation Report (final written decision) will be sent to the complainant within sixty (60) calendar days from receipt of the complaint. This period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with YPSA's UCP Policy.

The complainant has a right to appeal YPSA's decision concerning complaints regarding programs and activities within the scope of the UCP to the California Department of Education (CDE) by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report. The appeal to the CDE must be accompanied by a copy of the originally filed complaint and a copy of the Investigation Report. As of the date of this notice, an online Appeal Assistance Form is available on the CDE website at <https://www3.cde.ca.gov/ucpemail/> ([Appeal Assistance Form - Complaint Procedures \(CA Dept of Education\)](#)).

School's Responsibilities

YPSA advises complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the CDE.

YPSA advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of YPSA's complaint procedures.

Copies of YPSA's UCP Policy shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to section 1596.7925 of the California Health and Safety Code (HSC), a notice shall be posted in each California state preschool program classroom in each school in a local educational agency. YPSA does not currently operate a preschool program. The notice is in addition to this UCP annual notice and addresses parents, guardians, scholars, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Reading Difficulties Screener Administration Notification

YPSA is required to screen students in kindergarten through second grade annually for risk of reading difficulties, such as dyslexia. Administration of the Reading Difficulties Risk Screener ("RDRS") allows YPSA to monitor early literacy skills, help identify those who may be at risk for reading difficulties, and provide timely support.

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This school year, the RDRS will be administered to students in grades 1 and 2 between January 11, 2027, and January 14, 2027, and to Kindergarten scholars between January 19, 2027, and January 22, 2027.

If you do not want your child to participate in the RDRS, please submit a written request within two (2) weeks of receipt of this notice via email to Ong Lo, the Designated State Assessment Coordinator at Ong-Lo@urbancsc.org.

Please note that YPSA may exempt student(s) from the RDRS if the student already has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; if the student has been identified as eligible for special education and related services pursuant to the IDEA or a Section 504 plan; or if the student is in the process of being assessed for IDEA or 504 eligibility where the RDRS would be redundant with those assessments.

If you have questions or would like more information, please contact:

Ong Lo
Title: Designated State Assessment Coordinator
Phone: (916) 433-5057
Email: Ong-Lo@urbancsc.org

California Kids Investment and Development Savings Program Notification

As a California public school student, your child may be eligible to receive a California Kids Investment and Development Savings Program ("CalKIDS") Scholarship for college or career training. Funded by the State of California, a CalKIDS Scholarship can be used for qualified college and career training expenses such as tuition and fees, books and supplies, and computer equipment.

Checking a student's eligibility and claiming a CalKIDS Scholarship is quick and easy; it only takes a minute. To get started, you will need your child's 10-digit Statewide Student Identifier (SSID), which can be requested by emailing staff@urbancsc.org.

For more information, to check your child's eligibility, and/or to claim their scholarship, visit [CalKIDS.org](https://www.calkids.org).

Policies for Promoting Safe Environments for Scholar Learning and Engagement

YPSA maintains comprehensive policies that promote safe environments for pupil learning and engagement in accordance with Education Code section 32100, including regarding professional boundaries between and among students, employees, volunteers, and contractors. To learn more, see our policy at <https://www.ypsacharter.org/policies>.

SCHOOL COMPACT

The YPSA School compact is a written agreement between the school, parents, and scholars. It is a document that clarifies what families, and the school can do to help scholars reach high academic achievement and/or standards. This compact serves as a clear reminder of everybody's responsibility at school and at home so that scholars can learn what is required of them. It is a written commitment indicating how all members of the school community agree to share responsibility for scholar learning.

The purpose of this compact is to help the administrators, parents, teachers, and scholars come to an agreement on the responsibilities of the individuals that are involved in the teaching and learning process.

This compact serves as a valuable tool for all individuals because it will take a collective effort to ensure that scholars are achieving in school. All individuals are expected to perform their responsibilities to ensure that scholars benefit from the educational opportunities provided at school. The compact lists specific expectations that all individuals are held responsible for. Your assistance in carrying out these expectations is crucial to scholar success.

Together, we will create a world class education for our scholars, where all scholars can succeed by mastering their grade-level content standards.

"Stronger Together"

YPSA SCHOOL COMPACT

Scholar Name: _____ Date: _____

SCHOOL/TEACHER AGREEMENT

It is important to me that scholars achieve their fullest potential. Therefore, I will do the best that I can to:

- a. Provide a warm, inviting, safe, and caring learning environment.
- b. Provide meaningful assignments to reinforce and extend learning.
- c. Communicate regularly with scholars and parents about scholars' progress.
- d. Have high expectations and help every scholar to develop responsibility for learning.
- e. Use best practice engagement strategies to make the lessons interesting, challenging, and enjoyable.
- f. Respect the school, staff, scholars, and families.

PARENT AGREEMENT

I want my scholar to achieve and do well in school and in life. Therefore, I will do the best that I can to:

- a. Practice lifelong guidelines and LIFESKILLS through modeling responsible choices and actions.
- b. Model appropriate attire by following and supporting scholar dress code.
- c. Ensure that my scholar is well-rested and comes to school on time dressed appropriately (Before 8:00 am).
- d. Ensure that my scholar/scholar are picked up on time either by me or a designated adult (Between 5:00 pm and before 5:30 pm).
- e. Report changes in phone number, address change, and emergency contact immediately to the office.
- f. Notify the school of emergency which inhibits my scholar from being picked up on time.
- g. Avoid early dismissal 15 minutes prior to normal dismissal time.
- h. Report and clear scholar's absences when scholar is absent.
- i. Review any notes coming home from the school.
- j. Support school functions and activities.
- k. Communicate regularly with my scholar's teacher about my scholar's educational progress.
- l. Let the teacher/school know if my scholar is having problems with learning.
- m. Make arrangements with my scholar's teacher at least 24 hours in advance before visiting or volunteering.
- n. Follow and support all school policies and procedures
- o. Communicate the importance of education and learning to my scholar.
- p. Respect the school, staff, scholars, and families by supporting the school in its mission and goals.

SCHOLAR AGREEMENT

I want to achieve and do well in school and in life. Therefore, I will do the best that I can to:

- a. Come to school on time, ready to learn, and try my best every day.
- b. Bring the best attitude and character with me.
- c. Take care of my personal hygiene and wear appropriate school clothing.
- d. Follow all school rules and procedures.
- e. Be responsible for my own learning and behavior.
- f. Complete all assignments neatly and as expected by my teacher(s).
- g. Learn something new every day.
- h. Respect the school, staff, other scholars, and families.

ADMINISTRATOR AGREEMENT

I want the school and each scholar, parent, and staff member to be successful. Therefore, I will:

- a. Provide an environment that allows for positive communication between all teachers, parents, and scholars that is both caring and inviting.
- b. Hold teachers, scholars, and parents accountable to this compact.
- c. Support teachers, parents, and scholars in the learning process.

Parent Signature

Scholar Signature

Teacher Signature

Administrator Signature

Please review this page with your scholar, sign it, and return it to school **NO LATER THAN Thursday, July 30, 2026.**

"Stronger Together"

Yav Pem Suab Academy Urban Charter Schools Collective

Media Authorization and Release

Your scholar may be photographed, recorded, and/or videotaped from time to time, such as but not limited to for the following reasons:

1. Promoting the school's mission and programs for publicity purposes.
2. Other educational or promotional purposes.

I, as the parent or legal guardian of _____, do hereby perpetually and irrevocably grant to Urban Charter Schools Collective and its officers, agents, employees, scholars, assigns, and licensees, ("UCSC") the right, permission, and license to record the above named scholar's likeness and/or voice with still photography, film, videotape, digital recording or storage device ("Recordings") and to edit such still photographs, film, videotape, or digital files at UCSC's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from any of them for educational or promotional purposes.

I understand and agree that the use of such Recordings will be without any compensation to my scholar or myself. I understand and agree that UCSC and its licenses may display or otherwise use the scholar's first and last name with its use of the Recordings for educational or promotional purposes. I understand and agree that UCSC and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.

I do hereby waive any right to inspect or to approve the Recordings or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have, and release and hold harmless UCSC, its authorized representatives, and licensees from any and all actions, claims, damages, costs or expenses, including attorney's fees, brought by my scholar or myself with respect to the use(s) to which any of the Recordings are or may be applied.

I further expressly agree that this release is intended to be as broad and inclusive as is permitted by the laws of the State of California and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understood its terms. I am signing the release freely and voluntarily. I understand that withholding my signature does not impact the enrollment status of my child. I understand that providing this consent is optional and will not change the services or instruction the scholar receives. I acknowledge that I have legal authority to sign this form on behalf of the minor child named above.

Parent/Guardian's Signature

Date

Parent/Guardian's Name (Printed)

Please return this page to the school **NO LATER THAN Thursday, July 30, 2026.**

"Stronger Together"

Yav Pem Suab Academy Urban Charter Schools Collective

Each scholar at YPSA receives their own technology device to support learning in the classroom. Each K-2 scholar has their own i-Pad, and each 3rd – 6th scholar has their own laptop. Technology devices may be used during the 8:00AM – 3:00PM program. During the 3:00PM -5:00PM program, all scholars in grades 1st – 6th will participate in the Achievement through Technology (ATT) program, which will require the use of i-Pads and laptops to connect with web-based learning and applications. As such, all scholars will be using the internet. Please read the internet authorization below carefully and sign it to allow your scholar access to use of the devices and the internet.

Computer/Internet Use Authorization

I am the parent/guardian of _____, and my scholar and I understand that the use of the school's computer/internet is a privilege. We understand and agree with all the following:

1. All scholars must use the school's computers/internet in a responsible, ethical manner. The privilege to use the school's computers/internet by my scholar may be revoked by Yav Pem Suab Academy and Urban Charter Schools Collective at any time, including for violating any the following conditions:

- "Hacking" or gaining or attempting to gain unauthorized access to school computer systems or the accounts of other school computer users.
- Using school computers/internet to create, find, share, or download obscene, abusive, or otherwise offensive or objectionable language, photos, videos, or media of any form.
- Intentionally damaging school computers.
- Using school computers/internet to harass, insult, bully, threaten, or harm others.
- Downloading or copying any files or software from the internet onto school computers, unless permission from school staff has been obtained.
- Using the school's computers/internet for any unlawful activities, including violations of copyright law or other rights of third parties.

2. The school has the right to review all computer activity, including internet history and any materials stored in the school's computer files. The school has the right to modify and/or remove any materials from devices for security, maintenance, or other legitimate purposes at any time. I understand that I and my scholar do not have any right of privacy in the school's computers or my scholar's activities on school computers.

If my scholar violates this agreement in any way, he/she may lose his/her computer and/or internet privileges. I understand that I may be held financially liable for any damage that my scholar causes to the school's computer hardware or software. **If a scholar intentionally breaks the school's i-Pads or laptops, it will be the responsibility of the parent/guardian(s) to replace the broken device(s).** Severe unlawful activities may be reported to local law enforcement or child protective services as appropriate.

My scholar and I have read and discussed this computer/internet use agreement, and we know that use of the school's computers/internet is a privilege, and any violations of the agreement may result in my scholar's access to a school computer or school internet being denied.

Parent/Guardian's Signature

Date

Scholar's Name

Grade

Please return this page to the school **NO LATER THAN Thursday, July 30, 2026.**

YPSA Scholar Walk/Bike Consent Form

Parents/guardians wishing for their scholars to walk or bike from school must fill out this consent form and have it turned in to the Main Office before their scholars can walk or bike from school without adult supervision. For purposes of this form, "bike" includes the use of bikes, scooters, skateboards, or similar wheeled modes of transportation.

Transitional-kindergarten through third grade scholars will not be allowed to walk or bike home without being accompanied by an approved older sibling or adult.

I am the parent/guardian of _____, and I give permission for my scholar(s)

Scholar(s) _____ Grade _____
Scholar(s) _____ Grade _____

to walk and/or bike to and from school. I understand that in granting this permission, my scholar's teacher is authorized to release my scholar from the Lower Lot. I also understand that my scholar must leave school property at dismissal time, or until the end of Afternoon ELO-P if they have opted in, and will not be allowed to linger on school grounds. If my plans change and my scholar needs to follow a different school dismissal arrangement, I will contact the school office immediately with instructions for my scholar.

Parent/Guardian name _____

Date _____ (please print)

Parent/Guardian
signature _____

If in Grades TK-3, please list all approved siblings/adults who will walk with them:

1. _____ & relationship: _____
2. _____ & relationship: _____

When walking home from school, please remind your scholar of the following safety guidelines:

- Go directly from school to your home. Scholars should only return to school in the event of an emergency
- Walk home using the sidewalk or walking path; cross only at designated crosswalks
- Obey all crossing guards' directions, traffic signs, and signals
- Check in with a parent or other designated adult/sibling when you get home

Please return this page to the school **NO LATER THAN Thursday, July 30, 2026.**

Parent Involvement and Participation Form

Parent involvement and participation is a key element in scholar achievement and success. In order to support YPSA and its vision and mission, we need volunteers. Your involvement sends a powerful message to scholars and the community that education is valued and important. Please indicate your preference below and return this page to the school **NO LATER THAN Thursday, July 30, 2026**. We will be contacting you for your support.

Mark off the area(s) that you are able to help with.

- | | |
|---|--|
| ☐ Chaperone on Study Trips | ☐ Volunteer in the cafeteria during lunch |
| ☐ Fundraising | ☐ Volunteer in the office, library, etc. |
| ☐ Help with Tiger Society | ☐ Performances (Setup and Clean up) |
| ☐ School events and activities | ☐ Volunteer in the classroom |
| ☐ Tutoring, Reading | ☐ Serve on a school committee/governance |
| ☐ Volunteer on the yard | |

Scholar Name: _____ Grade: _____

Teacher: _____ Room: _____

Parent or Guardian 1	
Name	
Home Phone	
Cell Phone	
Email Address	
Parent or Guardian 2	
Name	
Home Phone	
Cell Phone	
Email Address	

Please return this page to the school **NO LATER THAN Thursday, July 30, 2026**.