



OCS Parent/Student Handbook

*Our Community School guides our students to be empowered,
ethical, and informed community members.*

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Mission Statement

Our Community School guides our students to be empowered, ethical, and informed community members. OCS staff members, students, and families strive to create a culture of acceptance and belonging where all students are honored. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social.

Vision Statement

Our Community School stakeholders will positively impact their local and global communities by being Empowered, Ethical and Informed.

Core Values

Education Philosophy:

- We believe children are more than a set of test scores and possess intrinsic motivation to become self-regulating, life-long learners.
- We are dedicated and committed to the following:
- Teaching the whole child; physical, social, emotional, creative, and intellectual.
- Fostering in our children, conflict resolution skills, critical thinking skills, empathy, creativity, service to others, personal responsibility, and respect for diversity.
- Guiding our students to become active citizens of a democratic society.
- Guiding our students to become empowered, ethical, and informed members of our community and, therefore, every community.
- Meeting our students where they are and instructing students using multiple approaches including direct instruction and hands on learning.
- Assessing students through informal and formal methods such as Smarter Balanced assessments, trimester assessments and ongoing performance-based assessments.
- Integrating units of study across content areas.
- Meeting a student's individual needs in a model of student-centered, "situational learning."
- Creating a small learning community that builds on the continuous process of organic teacher and student reflection and growth.

Community Orientation:

- We believe that Our Community School succeeds because of our collaborative relationships among internal stakeholders as well as engaging our external community in the process of education.
- We are dedicated and committed to the following:
- A diverse student-centered student body where individual and group needs are honored.
- Developing student leadership at school and in the greater community.
- Maintaining a safe and respect-filled learning environment
- Open communication and partnership with students, families, staff, and Board of Directors

- Cooperative relationships with district, local government officials, and business leaders.
- A democratic process of encouraging stakeholder input in decision making.
- Student community service on and off campus.
- School leadership in local and national reform.

Student Learning Outcomes (SLOs)

Students are assessed informally in the following areas. These areas of your child's development are reported to you at regular intervals during the school year on your child's individualized OCS progress report card.

Informed

- Is academically proficient in all content areas
- Is knowledgeable about diverse cultures, current events and the arts
- Has traveled to important scientific and cultural sites in Los Angeles
- Reads at grade level or above
- Practices critical thinking skills

Empowered

- Is able to speak effectively to peers and adults
- Is able to explain their thinking process
- Is able to set their own goals and realistically self-evaluate their progress
- Has experienced making a difference in his/her community by participating in service learning projects and student government
- Has had the opportunity to pursue or share a passion of his/hers with schoolmates
- Is proficient in the use of the writing process
- Practices creativity

Ethical

- Shows empathy
- Has the skills to be an effective group member and leader
- Has an awareness of his/her responsibility to and for others
- Is tolerant and respectful of diversity in all forms

Local Control Accountability Plan (LCAP)

The following shows our five LCAP needs, goals, and identified metrics (expected outcomes). The LCAP is created by stakeholder input based on our community needs and goals. The LCAP is created in conjunction with our budget each year. See the OCS website for a complete view of our LCAP.

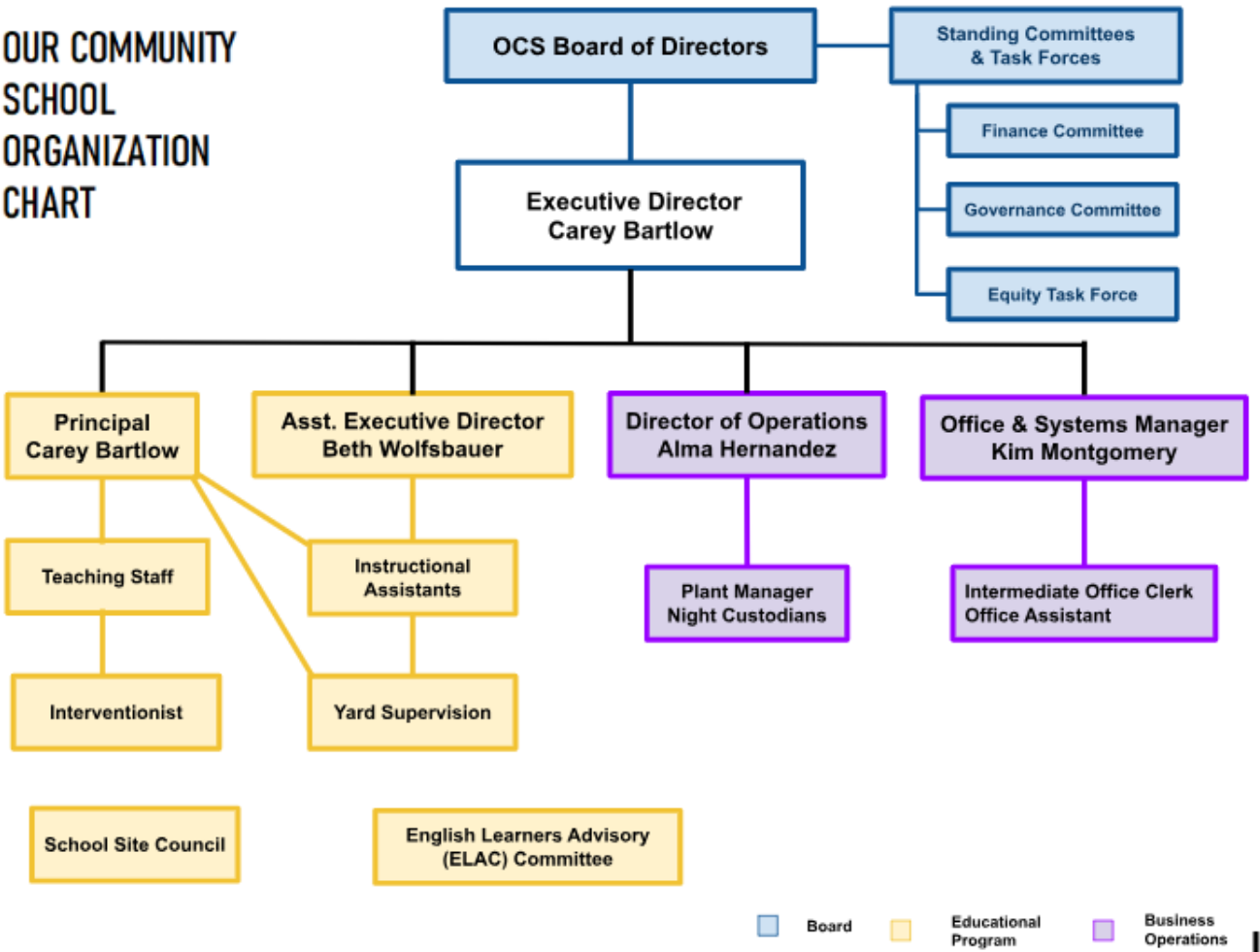
If you would like to read the school charter or Local Control Accountability Plan that has a more comprehensive explanation of the school's educational philosophy please drop by the office or check the school website at www.ourcommunityschool.org.

Goal 1 – OCS will maintain a positive school culture where stakeholder participation is encouraged and valued.

Goal 2 – All students will have access to an educational program that is engaging and rigorous. The educational program will incorporate teaching and learning strategies that will demonstrate progress towards the Common Core State Standards. We will also address College and Career Readiness Standards and determine ways to include these standards within our middle school elective offerings. This educational program is led by highly qualified and effective teachers that are appropriately credentialed as well as supported by instructional aides to support multi-tiered systems of support.

Goal 3 – Our Community School will continue to prioritize the social and emotional development of students in all grades. We will support recommendations from the Equity Task Force to develop a plan to support student learning outcomes centered around inclusion and belonging, so that all students feel welcomed within our community.

Our Community School Organizational Chart



OCS Board Members

The OCS Board of Directors is a self-appointed board comprised of both parent and community members. The Board oversees the fiscal health of the school, ensures that it is meeting the tenants of the OCS Charter and provides oversight for all state and federal compliance as it relates to public charter school. The OCS bylaws require our board to be between 7-11 members. We hope that you will consider being a Board member or serving as an advisor to a Board Committee (Finance, Development, and Governance). Furthermore, if you know someone from the community at large that should sit on our board, please let a board member know so we can reach out to them. OCS Board meetings are posted on campus and on the school website. Parents are always welcome to attend and observe or they may sign up to address the Board at the beginning of the meeting.

Highly Qualified Professionals:

The ESSA (Every Student Succeeds Act) of 2015 replaces No Child Left Behind (NCLB) and its emphasis on the importance of teacher quality in improving student achievement. It required that each State Education Agency develop and implement a plan to help Local Educational Agencies (School Districts) within the state ensure that all elementary school teachers are highly qualified to teach the basic elementary school curricula and that all middle and high school teachers are highly qualified to teach the core academic subject(s) for which they are certified to teach. Your child is attending a school receiving Title I federal funds. Even though ESSA does not require districts to identify and document HQT status for teachers hired after December 10, 2015, OCS continues this practice to ensure that all our new hires are highly qualified for their positions. Parents are notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including whether the 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
- Is teaching in the field of discipline of the certification of the teacher.

OCS continues to hire and train highly-qualified teachers. We will work with LAUSD's Charter School Division to ensure that our staff meets the highest standards possible. In addition to the qualifications of the teacher, if a paraprofessional provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have college degrees, and others have passed a test that verifies their qualifications.

If you would like this information, please contact Beth Wolfsbauer at 818-350-5000.

CHAPTER 2: THE SCHOOL CAMPUS

The Campus

We are very grateful to call this beautiful and spacious campus home. We have a lease with LAUSD that expires in 2055 and take pride in our relationship and collaborative work together to reside at the Devonshire facility. OCS will continue to co-locate with some of the LAUSD programs that have existed on this campus. As part of our lease agreement with LAUSD, OCS applied for Proposition 1D funding to upgrade the campus. Renovations on our campus include ADA upgrades, a new play and shade structures near the field, shade structures in the TK/K-1 yard as well as renovations of the auditorium to install HVAC, new lighting and acoustics. All classrooms have been upgraded to energy efficient lighting. Our upper grade building has new designated changing rooms.

Community Day School

A small community day school program shares the site with us. They are located on the South-East side of the campus and have their own set of bathrooms and a small play yard all completely fenced in with privacy fencing, along with their own entrance on Jumilla Avenue. These students are in a special program through LAUSD because they need a smaller, more structured school environment. Students are referred to the day school for a variety of reasons from truancy issues to not adhering to their home school rules. The group is about 30 to 40 students with three classroom teachers, three assistants and a campus aide, which is a 6 to 1 student to adult ratio. Counselors may also come to the school weekly to meet with the students. We are excited about what this program does for kids who need more support and are confident that we will continue a positive working relationship.

OCS Parking

OCS has two limited parking lots; one lot is on the West side of the campus off Hatillo Avenue and is designated for staff parking. The other parking lot is on the North side of the campus off Mayall Street and is designated for administration, visitors, and disability parking. During evening and weekend events, all parking lots will be open to the entire community in addition to street parking. There is plenty of restriction-free parking on both sides of the street. Our main school entrance is on Jumilla Avenue. Longer-term parking is best on Mayall Street.

IMPORTANT NOTE: We need your help to keep the streets around our school safe. Please follow the rules of the road. Drivers should proceed SLOWLY and watch carefully for children. If you are dropping off your child at valet in the morning, you must pull up to the designated drop-off zone on Hatillo Avenue. Double parking causes gridlock and more importantly creates a hazard for our students. OCS will pursue all measures to secure safe traffic around the school including documenting names, car make/model and license plate number and reporting offenders to local police. Please be courteous to one another and to our neighbors; horn-honking or aggressive behavior is not setting a good example for our OCS students. Remember they are always watching us adults to see how they should act. Be the best models we can be. PLEASE DO NOT EVER DOUBLE PARK OR MAKE U-TURNS NEAR CAMPUS DURING CONGESTED TIMES OF DROP OFF AND PICK UP ON ANY STREETS AND DO NOT DROP YOUR CHILD OFF ON THE JUMILLA AVE. SIDE OF CAMPUS--USE VALET FOR DROP OFFS.

Morning Drop Off

Drop-Off Between 8:05 - 8:27 am: In the morning, children can enter the school in one of two ways. The first is through the gated entrance off Hatillo Avenue (West side of the campus nearest the TK/K-1 Yard).

This is a valet service. One to two school employees will be there to open car doors and watch as students enter campus through the gate. All paraprofessionals will be stationed on the yard and will provide supervision during this time. The second option is to enter campus through the Jumilla Avenue gate with their families. We ask that families park either on Jumilla Avenue or Mayall Street and walk their students onto campus. To help with the flow of traffic, we ask that families NOT use the Jumilla Avenue entrance as a drop-off zone. If you would like to drop off your student, the valet entrance on Hatillo Avenue is the safest way to do so. There is no additional morning care cost to families when students arrive between 8:05am-8:30am. The valet drop-off will close daily at 8:27 am.

Morning Care Drop-Off Procedures

OCS offers a fee-for-service morning care program for students grades TK-8 that begins at 7:00am. Parents will enter the MPR at Jumilla Avenue. It is a legal requirement that parents walk their students into the Morning Care Room each day and sign the attendance sheet. Parents may not drop their children off at the gate and allow them to walk onto campus independently, regardless of the child's grade level. Parents are not permitted to have an OCS staff member walk their child in through the gates without the parent. Students who arrive on campus before 8:05am are required to be enrolled in the morning care program. Failure to comply with these important safety procedures will limit your eligibility to participate in the Morning Care Program. At 8:05am, our staff is on campus and will be able to offer adequate supervision for students, therefore allowing a curbside drop off system on Hatillo Avenue at that time, but not prior to 8:05 am.

Tardy Policy

As you know it is very important to have your child(ren) to school on time. Morning Meeting and Advisory time are essential for an OCS student to thrive and become Empowered, Ethical, and Informed. School starts at 8:30am. If your child is not at the classroom ready to go at that time, they will be late. **If your child is late, they will need a tardy pass from the office in order to join their class.** Therefore, if your child is in grades TK-4, you will need to bring them up to the office for a tardy pass after 8:45am. Students in grades 5-8 can come to the office on their own to get a pass. We will have plenty of staff up at the office assisting with this tardy pass implementation. It is very important that proper attendance is taken, and that your child is at school on time. We hope that all OCS families will work on arriving at school early in order be on time. All 7th and 8th graders will also need a tardy pass if they are late to their individual class periods. All cases regarding unexcused absences and tardies will be reported to the Student Attendance Review Board in accordance with OCS policy.

End of Day Pick-up

TK-5th graders will stay in their classrooms at the 3:00 pm dismissal bell. Parents should pick up their child directly in the classroom. Students remaining on campus after 3:15pm will be escorted to aftercare. 5th grade parents will have the option to give permission for their child(ren) to have self-release from their classroom at 3:00pm. If 5th grade parents are interested in this option, please see the classroom teacher or the office for a form to complete. OCS 6, 7, & 8th graders have self-release and leave campus through any of the open exit gates at 3:15 pm. Parents of these students are to arrange a meeting spot to pick up their child(ren). Students remaining on campus after 3:30pm will be escorted to aftercare.

YMCA Aftercare Programs

The Afterschool care programs are offered to OCS students in grades TK-8 by YMCA on a fee for service basis. This is a fully licensed program with fantastic teacher-student ratios, fun activities, homework support, and snack. Aftercare begins at 3:15 pm. All students must be picked up by 6:00 pm. Parents will use the side entrance of the MPR and sign out their children from YMCA. If you are interested in enrolling in this quality program, please visit this website

<https://anc.apm.activecommunities.com/ymcala/daycare/program> for program pricing and details.

Afterschool Yard Policy

The playground at Our Community School will be closed after school hours (3:00pm for students in TK- 5, and 3:15pm for students in 6-8). The following playground areas that lack supervision and are off limits after 3:00pm are the blacktop area, play structures, field, garden, lunch tables, and the K-1 yard. Please remember to keep your distance from the Upper Grade building where learning continues until 3:15pm. The quad area at the front of the school is an ideal place to meet upper grade students and make arrangements with other families directly after school. If parents and students are meeting with teachers after school in/near classroom buildings, then all children need to remain with the parents and teachers in order to be supervised.

Emergency - School Evacuation

If the school is evacuated for a fire or earthquake, all children will be grouped with their class on the main play yard at the southeast side of the campus. In case of a fire, an emergency phone call will be made asking all parents to come pick up their child. In the case of a major earthquake, all students will remain on campus until a parent/guardian is able to come and pick up their child(ren). We have two gates designated, one for sign out and one for release of child(ren). The interior staff parking lot gate on Hatillo Avenue is designated the sign out gate where parents will report to OCS staff which child(ren) they are picking up. These parents will be given a slip to take to the reunion gate located at the southwest corner of the school (corner of Vintage and Hatillo). Meanwhile, your child(ren) will be escorted to the reunion gate where OCS staff will match the child(ren) up with their parent/guardian and released. If the school campus is unsafe, the students will be evacuated to the grounds at the Chaminade Middle School located at 19800 Devonshire Street in Chatsworth, which is just north of the OCS campus.

OCS staff will remain with your child(ren) for as long as necessary. Fire drills and earthquake preparedness drills (drop, cover & hold) are held monthly and earthquake mock drills are held twice during the school year. All teachers and staff are instructed in emergency procedures.

CHAPTER 3: CURRICULUM OVERVIEW

What it means to be an Educated Person in the 21st Century

Our Community School recognizes that we exist in a rapidly changing world. People need to be able to be flexible, creative and resourceful in response to the changing demands of society. People need to know how to discern what a reliable source of information is and to filter out unreliable sources. They need to adapt to changing technology and changing demands of the work force. They need to be able to work well with others and to respond to challenges with creativity and the ability to communicate effectively. At OCS, our Student Learning Outcomes (SLOs) were created in order to actualize our mission statement into measurable student progress. As an educated person of the 21st Century an OCS graduate will be an informed, empowered, and ethical member of our democratic society.

How Learning Best Occurs

At Our Community School, we believe that learning best occurs in a school that reflects the Student Learning Outcomes for our students in our instructional program. Therefore, we have used the same framework of creating an instructional program that is Informed, Empowered, and Ethical to create a school environment where these skills are modeled and nurtured. The following explains how our school practices each of these important values:

Empowered

Student Self-Evaluation

Students who can use meta-cognition to realize when they understand something well and when they are not and need to go back and reread, re-learn, or re-calculate become more competent learners. We work with students regularly to help them determine what they know and are able to do and what they need to still work on. Students are taught to use rubrics to self-evaluate their written work and other project-based tasks. Students participate annually in presenting their own self-evaluation of their learning for the year in our spring Student-Led Conferences.

Stakeholder Involvement at all levels

In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, editors Henderson and Mapp, the evidence suggests that parental involvement needs to be more than superficial to help maintain real change for students. Schools in which parents have a real say in determining school policy, culture, and goals act more in harmony with parents' values, and once the parents and the school are working together the students flourish. At OCS parents are involved in all levels of the school. We have parent staff members, parent board members, parent volunteers in the classroom, and parent members on our school parent organization, Panda Partners and parent volunteers in out of school activities. Parents come to several meetings throughout the school year, and the administration and Board are accessible and welcoming to parent input and concerns. The level of parent involvement in OCS is quite striking, not only do parents support the school; they are an integral part of its structure.

Professional Learning Community

The teachers at OCS are also empowered stakeholders in the process of education. The school practices shared decision-making, and the faculty has decision-making power about curriculum, instruction, and assessment practices. They work with the principal to study and implement best practices. They have four teacher community advisors on the Board of Directors, and they serve on board committees. Most importantly for instructional quality, OCS utilize staff Critical Friends Group meetings to evaluate units of study or share input about best practices. Teachers are expected to collaborate on developing their teaching and lesson planning abilities has been shown to be a strongly effective method of school reform.ⁱ

Service Learning Curriculum

Engaging students in service learning has been a regular practice of OCS since its first year of operation and will become a strong part of our school program. Research has shown that involvement in civic and community service increases students' commitment to school and makes them more likely to graduate high school.ⁱⁱ Student involvement in real-world service learning -- such as helping to solve problems at recess in the student senate, developing an award-winning recycling program, and managing the school lost and found -- give students a sense of ownership and meaning within their school experience. Students feel empowered because they are doing important work the school community needs accomplished.

Ethical

Equity

OCS is dedicated to providing equal access and the opportunity for success to students of all backgrounds and ability levels. This dedication to educational equity is reflected in 1) our school's strong progress in narrowing the achievement gap, 2) our ongoing professional development and data-driven instructional practices where teachers are always asking themselves what else we can do to support student success, and 3) our admission and recruiting practices in which we try to maintain a diverse student population. The respect and high level of expectation for all students is maintained by teachers and administration. We provide most school communication in Spanish and English, and we have on staff people who can translate verbal conversations in Spanish, Korean and Tagalog. OCS maintains a continuum of educational services to help students with many different needs from gifted to learning disabled.

Culture of Respect and Care

Teaching, modeling, and practicing ethical behavior is an important part of the OCS curriculum. Using the Responsive Classrooms model, which is based on extensive research in ethical human development, we spend the first six weeks of school teaching and modeling respectful behavior in the class and school playgrounds. Students learn through direct instruction how to behave appropriately in school and how to effectively handle conflicts when they arise. Students build a sense of community and trust as they learn to work and play together in a constructive and positive atmosphere. OCS students are behaving well, not through coercion or reward systems, but because they have developed an intrinsic motivation to do what is right.

Transparent and Accessible School Governance and Fiscal Policy

In order to become a school that expects ethical behavior of our students we must also model ethical behavior in all our practices. As a state-funded organization this means we need to have transparent and accessible governance with stakeholder involvement and clear fiscal policies that prevent fraud and abuse. The OCS Board has established very clear practices and procedures. Minutes of Board meetings are shared with the parent community, our LAUSD charter division representative, and the school employees, and are available on the school website. Our fiscal policy is coherent and strictly adhered to. We have not had a finding in a single audit. We have legal and sound handbooks explaining our fiscal policies, our employment policies, and our student and parental responsibilities. We have established ourselves with the IRS as a 501C-3 organization, and we have registered with the California State Treasury Department.

Within Our Community School's environment, the curriculum and instruction is richly informed through research and student assessment data. Teachers are empowered stakeholders who hold high academic standards for all students, and collaborate to continually improve their instructional practices. Parents are informed and valued stakeholders in the school governance and in school policy. Students are engaged and empowered to find their educational experience rewarding and challenging within a respectful and caring atmosphere. There is a clear and visible commitment to high ethical standards and high expectations for student achievement throughout the school community. It is our belief that here at Our Community School is where and how learning best occurs.

Informed

Research Based Curriculum

OCS strives to continually update its instructional practices through being based on the latest research in curriculum and instruction. The school maintains memberships in professional associations such as Association of Supervision and Curriculum Development (ASCD), the National Council of Teachers of Mathematics (NCTM), the Coalition of Essential Schools, the International Reading Association (IRA) in order to maintain awareness of current research-based practices. Teachers are encouraged to go to conferences and workshops to learn more about instructional practices. OCS teachers have participated in the UCLA Reading and Writing project, Developmental Reading Assessment (DRA) training, Responsive Classroom training, Common Core standards, hands on learning and differentiation trainings. When we select new curricula, OCS faculty and administration study current research and Common Core standards- based options that reflect our mission and vision. We evaluate and set goals to adopt curricula that imbed concrete practice, visual techniques, and critical thinking practices using performance tasks. At OCS, we don't choose curricula because of its familiarity or ease, we choose the best methods available for our students' learning.

Data-Driven Instruction

OCS uses i-Ready to create and analyze student assessments in order to continually refine and refocus instruction based on evidence of student learning. Teachers work in grade level, cluster or schoolwide teams to develop appropriate assessments and to accurately score student work. Teachers examine the results of school assessments and state assessments in order to make decisions about planning, instruction, intervention and enhance rigor. Data-driven instruction grounds teaching practices in the reality of student learning.

Intellectual Rigor

High expectations and intellectual rigor have been one of the main reasons behind OCS's continual academic success. Teachers set increasingly high expectations on students and focus instruction on academic excellence. Students are offered challenging work that requires critical thinking and the ability to articulate one's ideas. When students are struggling, OCS teachers do not lower their expectations, instead they find creative and new ways to teach, they work with colleagues to develop intervention plans for specific students, and they work with parents and the student to develop accountability among all involved. The curriculum at OCS requires complex critical thinking and a high competency of academic skill. Our school does not offer students "busy work," excessive drill and practice, or the chance to opt out of academic tasks that seem challenging.

Strong Parent-School Communication

Parents are our partners in educating students. Keeping parents well informed of their child's progress and development is key to engaging them as stakeholders in their child's education. OCS sends home student Assessment Reports three times a year. We hold formal parent-student-teacher conferences annually and strive to maintain ongoing communication between home and school. Teachers send home classroom newsletters at least once per month, and the principal sends home weekly newsletters about school curriculum and activities. In the book, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* by editors Henderson and Mapp collects and explains expansive evidence of how parental involvement supports student achievement. The first step of involvement is information.

Curriculum and Instruction

For more detailed information on our core academic curriculum and instruction please visit the OCS website at www.ourcommunityschool.org

Responsive Classrooms (RC), Morning Meeting/Advisory and First Six Weeks

At OCS, each school day begins with a purpose-filled Morning Meeting in the lower grades or Advisory in the upper grades, a regular opportunity to learn and exercise social skills, and “to merge social, emotional, and intellectual learning.”ⁱⁱⁱ The basic tenets of RC include that cooperation, assertion, responsibility, empathy, and self-control are modeled and practiced through oral sharing, active listening, and dialogue. Children learn how to listen respectfully, look at the person who is speaking, speak clearly, and to offer thoughtful questions and comments related to the topic. The four components of the Morning Meeting/Advisory include all of some of the following: greeting, sharing, group activity, and morning message. Listening and speaking skills are specifically demonstrated in the greeting and sharing portions.

Greetings are a basic part of social interaction, but often skipped in our busy day-to-day schedules. In the Morning Meeting/Advisory, greetings can be brief and simple, such as a handshake and a “good morning,” or more complicated – snake greeting with a hand slide and a fist bump. Whatever the choice of greeting, it is modeled using direct eye contact and clear speech, and then practiced by both teacher and students. Not only is this practice useful for learning each other’s names, children use these listening and speaking skills to welcome one another in a friendly manner. As every child is included in this activity, even the shyest begin the day by hearing their own name spoken clearly and by speaking clearly themselves. Even when there is little time, the morning greeting is essential to practicing listening and speaking at all age levels.

Sharing appropriately is the most complicated portion of the Morning Meeting, and thus it is repeatedly modeled and generally the last meeting component taught. In sharing, students are given the opportunity to orally state personal news. Presenters learn to use proper posture and eye contact, focus their presentation, and speak in a clear, audible voice. With its required social interaction, sharing encourages discussion and inquiry, which are essential to cognitive growth. This is also a chance to practice public speaking using volume, annunciation, projection, and expression, as well as to develop new vocabulary.

The role of audience is equally important to sharing, as well as practiced more frequently throughout the day. Peers learn to listen carefully and respond with constructive questions that expand on the original subject, or empathetic comments that relate to the sharer’s experience. Students are taught how to be a good audience by teachers modeling the responsibility, as well as reinforcing and redirecting inappropriate or distracting behavior.

At OCS, we value building community school-wide and within each classroom. We dedicate the First Six Weeks of school to focus primarily on building the foundation for collaboration, and classroom norms, creating hopes and dreams (goal setting) and establishing a supportive classroom and school environment.

Peaceful Learning Communities

Through regular Peaceful Learning Communities (PLCs), students show appreciation for and resolve conflicts with one another. PLCs vary in scheduling from at least once per week in all classrooms in lower grades to as needed in upper grades. In a PLC, all students gather together where they can clearly see and be seen by their peers. Behavioral expectations regarding both listening and speaking in these circles are taught early in the year. The activity begins with appreciations: students vocally acknowledge one another

for acts of kindness, friendly behavior, or words of encouragement. After a few minutes of appreciations, students are allowed to vocalize problems they have with one another. This starts with an appreciation, and is followed by both the concern and what that student needs to make things better, like an apology. Although monitored by teachers, PLCs allow students to orally brainstorm solutions for one another, and students in conflict with each other explain their perspectives to one another and the group.

Listening and Speaking Integrated Among the Disciplines

Through cooperative learning, listening and speaking skills are embedded into nearly all activities at OCS. Students are asked to explain their math thinking with the group, work together to conduct science experiments, discuss themes and textual evidence with their peers in book clubs, work together to produce and perform plays based on ancient mythology, share the inspiration for their cardboard vehicle with the student body during an assembly, and collaborate with small and large groups across all content areas, requiring communication and organization through discussion and planning. On Field Day, an annual school-wide celebration involving team-building physical activities, one can witness an upper grade student quieting down his rowdy and eager multi-grade “family” so that the kindergartener in the group can be heard and allowed to express her opinion. The daily experience of being someone else's supportive listener, giving constructive feedback and support, as well as having to speak in front of small and large groups is a primary focus throughout the year.

Civics and Student Senate

Civics is about how people organize and function in governments. Each individual has rights and responsibilities within our own society in understanding and voicing opinions about important issues for which the government is developing laws. OCS believes that all students should be engaged in respectfully voicing their opinions and understanding their rights and responsibilities as citizens. All students are involved in developing their rights and responsibilities within their class community and discussing natural consequences through our Responsive Classroom curriculum. The eighth grade will be developing the student government at OCS through our Student Senate. This student government gives all of the students at OCS an experience in civics as it applies to their lives.

Social Justice

As a school that is concerned with teaching all children and giving all students an equal chance, we must also address issues of social justice. We incorporate curriculum about social justice at all levels, from TK/Kindergarteners learning about transportation methods that will also incorporate learning about Rosa Parks and the Bus Boycott that she helped to spark, to fourth graders learning about the rights and controversies about day laborers of today compared with those of the age of the dustbowl, to eighth graders learning about current slavery practices. Social justice curriculum is about taking the big concepts of history and applying them to current day issues and asking, “What is fair? What is just? How should we decide? How will we respond? What can we do?” A social justice curriculum in the upper grades environment gives students access to powerful ideas in history and expects them to form powerful connections between the past and the present. By critically examining historical mistakes and historical achievements, students will learn to evaluate current events and form judgments about them. From these judgments, students are called upon to act with historical awareness.

Community Service Learning

At OCS, we believe that students learn best by doing and that service learning provides them the opportunity to do something active to make a difference. Service learning incorporates problem solving, analysis, and planning. Students must identify a problem, discuss solutions, identify one they are able to achieve and then develop a plan of action. The teacher guides them through this process but students must work together to find solutions. Service learning enables students to have real experiences in making

a difference in their world. Students' community service learning projects range from helping to serve lunch at a local homeless shelter to participating in a local beautification project to writing letters to the editor about an issue of great concern to the class, to raising money to donate to our Panda Pantry. Service learning projects often stem from the integrated curriculum projects developed by the teacher, but often address issues that come up during the school year through student experiences.

Creating Effective and Healthy TK/Kindergarten Classrooms

To create effective and healthy kindergarten classrooms at OCS, we adhere to the following policies:

- Implement child-initiated play and experiential learning with the active support of teachers and support staff, which is at the heart of kindergarten education.
- Provide time and space for play to kindergartners every school day, both indoors and during recess.
- Make room in kindergarten for all types of play that contribute to children's development, including make-believe, sensory, language, construction, large- and small-motor, and mastery play.
- Engage parents and educators in discussion of the role of play and experiential learning in healthy and effective kindergartens, so that they can advocate for play with school administrators and policymakers.
- Reassess kindergarten standards to ensure that they promote developmentally appropriate practices, and eliminate those that do not.
- Replace one-size-fits-all kindergarten standards with flexible guidelines based on well-grounded knowledge of children's cognitive, social, emotional, physical, and creative development.
- Recognize the differences between the kindergarten child who is an emergent reader and the first-grade child who has become an early reader. Recognize similar differences in children's learning of math, science, and other topics. Do not expect kindergarten children to achieve academic goals best suited to first-graders.
- Change developmentally inappropriate practices that cause normal child behavior and learning patterns to be wrongly labeled as misbehavior, attention disorders, or learning disabilities.

Source: Crisis in the Kindergarten: Why Children need to play in School (Alliance for Childhood), Edward Miller and Joan Almon

Scheduled Child-Initiated Play at OCS (TK/K-2 Grades Cluster)

TK/Kinder: Outdoor: 60 minutes per day and indoor play: 45-60 minutes per day

1st Grade: Outdoor: 60 minutes per day and indoor: 30 minutes per day

2nd Grade: Regular OCS recess & lunch schedule

(Outdoor play exceptions: inclement weather such as severe storms, rain, extreme winds, or temperatures of 95 degrees or higher)

Music

OCS Music employs the Orff Schulwerk approach for Kindergarten through 4th grade. This methodology uses rhythmic instruments, chants, stories, rhythm, and body movement. Orff enables students to produce music in collaboration with others from a young age. Students are encouraged to improvise and create new ideas as solos or additions to parts of a piece. By playing along with others, in unison or with polyrhythms, OCS students learn to listen, collaborate, and create with others. In 3rd and 4th grade, students will build upon previously covered music concepts using recorders and pitched percussion instruments. As student's abilities to read and write music notation develop, they develop abilities that allow them to accurately play differentiating melodies and rhythms in ensemble settings. 5th and 6th grade students will utilize all previously used instruments as well as acoustic guitars and African drums to further build upon previously learned music concepts. 7th and 8th grade OCS students are able to choose music as their elective featuring; guitar, bass, drum-set, percussion, keyboard and singing. The OCS students also learn songs to sing that brings the community together at all school assemblies and celebrations. Weekly music class offers OCS students who are strong musically a chance to shine in school.

Studies of music and brain development reveal that learning to play a musical instrument with two hands encourages growth of dendrites between the two hemispheres of the brain.

Art

OCS believes the needs of the whole child include learning an artistic language where complex questions can be explored through a variety of means, including art. OCS integrates art into multi-disciplinary units that fosters the need for personal expression, creative confidence, enhanced comprehension and critical thinking skills. Through classroom lessons and school-wide special events and projects, the art program creates new opportunities for students to thrive, to become more balanced and fulfilled – personally, socially, and academically.

Gifted Education

OCS does not offer a separate gifted program. OCS offers a multi-faceted program that offers students the chance to go into greater depth of knowledge especially in regard to our integrated curriculum projects. Students have many opportunities to work in small groups, to lead projects, to discuss important issues and to be challenged to their own level. Every child has strengths and challenges and we strive to offer each child at the school a program that both supports their areas of need and challenges them in their areas of strength.

Technology

A Computerwise Kids technology instructor will be available to support both lead teachers as well as students in grades TK-5. There are mobile Chromebooks for use in all K-8 classrooms. Students will be introduced to technology in a developmentally appropriate manner and will be monitored closely by the technology instructor as well as the lead teachers. Agreement to sign and follow the school handbook includes the technology agreement in this handbook.

Computerwise Kids partners with schools throughout Southern California to deliver a formal technology curriculum. Computerwise Kids technology teachers work onsite with your students on a weekly computer class schedule, usually once a week per class, covering a wide range of important, relevant computing topics, from coding, podcasts, blogs and wikis, to 3D modeling and animation. OCS provides the computer lab and/or laptop cart; Computerwise Kids provides the teacher, software, the curriculum, miscellaneous equipment, and in some cases, the robotics.

Children's Internet Protection Act: The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. OCS technology systems are all CIPA compliant.

Accommodating Special Needs Students

Our Community School practices full inclusion in our Special Education program. Special needs students are supported within the regular classrooms. Teachers may call for a Student Support and Progress Team (SSPT) Meeting with a parent if there are any academic concerns prior to the consideration of Special Education. Parents, Teacher(s), and an Administrator meet to discuss both strengths and concerns; an action plan is created and implemented to support student progress. The plan is revisited after a 4-8 week period to determine next steps. Parents, administrators, or teachers can recommend a student to be evaluated for eligibility to receive special education services if they feel it is appropriate. If a parent requests an evaluation, the school has 15 days to respond with a written assessment plan. The parent

must sign and return the assessment plan before any testing can happen. The school has 60 days from the date the signed assessment plan is returned to conduct an evaluation and hold a meeting to review the findings. The meeting will include parents/guardians, students (as appropriate), teacher(s), other service providers and a school administrator. At this meeting, the evaluation results will be presented and all present will determine the student's eligibility for special education and an Individualized Education Plan (IEP) will be developed if the student is deemed eligible for services. The IEP is updated annually. A comprehensive IEP will be conducted every 3 years. Additional meetings, also known as amendments, can be held at any time if there is a need to modify the current IEP.

Acceleration and Retention Policy:

Our Community School expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and should include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the principal or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Students in Grades TK-8 who are not meeting grade-level academic or behavioral standards may be retained by the OCS. Retention of a student will ultimately be at the principal's discretion. This means that a student in Grades TK-8 can be retained without parental consent.

Before the decision to retain a student is made, the student's teacher will make an initial determination, based upon documentation, that a student is not meeting grade-level academic standards. The teacher will then work closely with the OCS principal in order to make a recommendation for retention. If a student is recommended for retention, the teacher and principal must show documentation that they have informed the student's parents in writing in advance, such as on the student's report cards or progress reports, and/or verbally during a meeting or parent conference, that the student may be recommended for retention. Also, the teacher and principal or designee must have sample work or test results from the student that also support the retention recommendation. Students with Individualized Education Plans ("IEP") will be referred to their IEP team in the event a recommendation for retention is made. The purpose of retention is to help a student develop a more solid academic foundation from which he or she can build upon.

Some goals of retention include:

- Strengthening a student's academic knowledge and skills
- Providing additional time and instruction for a student to meet grade-level standards
- Helping a student catch-up to master grade-level standards
- Developing a student's self-confidence in his/her academic abilities

There is no guarantee that a student will master grade-level standards after being retained. Some students are multiple years below grade-level, which makes it difficult to meet grade-level standards in just 1 or 2 years.

As early as possible in the school year, the teacher and principal shall identify students who should be retained and who are at risk of being retained in accordance with the following criteria.

Students shall be identified on the basis of grades. The following other indicators of academic achievement shall also be used:

- Failure in one or more classes
- Excessive (10) absences and/or tardies or early releases of 30 minutes or more
- Scoring basic or below on standards-based assessments and or not meeting grade level goals
- The Charter School's decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding.
- State testing results can be used in combination with school performance to recommend retention prior to the next school year.

OCS will also consider a student's relative maturity, including such factors as age and behavior, as part of the student's complete background when making a recommendation for, or final decision regarding, retention; however, social or behavioral concerns will never form the foundation of, or be the sole basis for a retention decision.

Students who are at risk of retention will have a minimum of two (2) Student Success Team meetings prior to retention. The teacher and assistant principal will notify the student's parent or guardian prior to the end of March if the student is at risk of retention. The Student Success Team meetings will be held in sufficient time to allow a student to demonstrate improvement prior to the end of the school year. Upon the conclusion of the school year, and following a meeting with the student's parent or guardian, the student's teacher and an administrator.

Every family has the right to appeal a recommendation. This appeal is made to the principal, who has ultimate discretion in the decision to retain. The appeal must be submitted in writing, to the principal's attention, within 7 calendar days of the date the retention recommendation was issued. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the principal will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than 7 calendar days from the end of the review period. The family may request to meet with the principal regarding appeal, but the family must still submit their appeal in writing within the designated time frame described above. The principal's decision will be final.

CHAPTER 4: YOUR CHILD'S DAY

Our Community Dress Code

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity
- Create a hazard to the safety of him/herself or others
- Create a health hazard

Students are expected to wear clothing that allows for comfortable movement during the school day's activities that can sometimes get clothing dirty. As students are involved in hands-on activities such as art and physical activities outside, clothing should be comfortable, washable, and allow for safe PE activities.

Parents are encouraged to label all of their child's clothing. Younger children should keep an extra change of labeled clothing in their backpacks in case of accidents. We encourage students to wear the school T-shirt, particularly on field trip days.

OCS school day clothing should adhere to the following:

- Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.
- All students must wear clothing that covers their bodies from mid-thigh to upper chest area.
- All upper body clothing must have straps.
- Undergarments are to remain under clothing and not be visible.
- All students must wear shoes that allow for safe PE activities. Shoes should be closed-toed and flat soled. Flip-flops, heels, and open-toed sandals are not practical attire for these types of activities.
- Clothing must fit properly.
- Accessories are fine although students may at times be asked to remove them for safety reasons (such as while doing a science experiment) or to have their faces more visible to the teacher.
- Hats, hoods, sunglasses may be worn outdoors.

7th and 8th Grade Physical Education Dress Code

- Students must wear appropriately-sized athletic shoes with secure laces or straps and socks (color of their choice).
- Grey t-shirt or any OCS T-shirt (may wear long sleeves or sweatshirt for colder days).
- Students must wear black or blue colored athletic shorts or sweatpants.
- Students must remove any jewelry or accessories that are unsafe for class.

Lost & Found

Lost and found items are kept on a hanging rack in front of the main office. One of the grades

maintain the lost and found as a community service. Items are also commonly found on the hooks near the front doors of the classroom or in the child's cubbies.

Parents should check the lost and found regularly. Once a month on Pizza Fridays, Lost and Found items will be displayed after school near the front entrance gates. Any items that are not claimed at that time will be donated to the North Valley Caring Services or other organization.

Item Drop-Off Policy – Student Preparedness

It is important that students come to school prepared for their day. Our goal at OCS is to have empowered students at all grade levels who are remembering to bring their homework, supplies, lunches, and PE clothes to campus. OCS also honors the learning that occurs in the classroom by not interrupting classes to send messages or deliveries to the students. Please communicate with your child before you drop them off about any aspect of their daily schedule that they need to know.

We do realize that on rare occasions, there are emergencies. There may be circumstances out of your control where you need to contact your child during the school day. These moments are few and far between. In an effort to help a student get reunited with a lost lunch in the car or left at home, or another important item, we ask parents to follow this procedure. Adults may deliver a lunch or snack during a student's designated break time in order to ensure that the student receives their food or forgotten item. The following is the different schedules for the various grade levels at OCS. Please follow these times as a guide to contact your child in the least disruptive way.

Regular Schedule

TK Recess: 9:30 - 10:00 AM & 1:35-1:50 PM

Kindergarten Recess: 10:00-10:30 AM & 1:50-2:05 PM

1-3 Recess: 9:40-10:10 AM & 1:35-1:50 PM

4-5 Recess: 10:20-10:47 AM

6-8 Break: 11:06-11:21 AM

TK Lunch: 11:30 am - 12:10 PM

Kindergarten 12:10-12:50 PM

1-3 Lunch 11:40-12:20 PM

4-5 Lunch: 12:15 – 12:50 PM

6-8 Lunch: 12:54 – 1:29 PM

Early Release Schedule

TK-3 Recess 9:50-10:20 AM

4-5 Recess 10:20-10:50 AM

6-8 Recess 9:33-9:48 AM

TK-3 Lunch 11:22-11:52 AM

4-5 Lunch 12:27-12:57 PM

6-8 Lunch 11:52-12:27 PM

If a child forgets their lunch and there is no way for an adult to drop it off during the designated times, please know that no student at OCS will go hungry. All students are provided with a nutritionally adequate free breakfast and a nutritionally adequate free lunch every school day.

Toys

The school strongly discourages children from bringing in toys and will not take responsibility for lost toys at school. Electronics of any kind are not permitted on campus as well. Items such as, but not limited to, handheld gaming devices, cell phones, CD players, iPods, etc. will be removed from the child's possession and be available for parent pick up after school. E-readers are fine to bring to school but must be used for reading purposes only. OCS is not responsible for any lost, stolen, or broken toys, e-readers or other personal property brought from home.

Once a year the Student Senate may choose a day to have "Toy Day" on which students are allowed to bring toys, but the school will not take responsibility for lost or broken items. Occasionally teachers may ask that curriculum related items are brought in for share in the class, and this will be communicated to you in writing or via email/ParentSquare from your child's teacher. Unless you have heard of an exception directly from the school, you should assume that toys are not allowed at school at any time.

Lockers for 7th-8th Graders

Subject to availability, OCS will assign a locker to each student at the beginning of the school year. Each student is responsible for cleaning and maintaining his or her locker. All lockers remain the property of the school and are subject to search at any time. OCS is not responsible for any personal items brought on campus or left in lockers, at any time. Students are permitted to go to lockers at these times only: prior to school starting, during break/lunch, before/after PE, and afterschool. Students should not leave books and materials on the top of lockers. Lost, damaged or stolen school books and materials will be replaced or reimbursed to OCS by student/family.

In order to protect personal belongings, each locker must be kept locked and the combination numbers used only by the assigned student. Students should not share lockers or combination numbers. Students may decorate the inside of their own locker with non-permanent items, such as magnetic items, construction paper and masking tape. Each student must completely clean out his or her locker at the end of the school year, so that it can be reassigned at the beginning of the next school term. Paint, stickers on the locker walls, gluing or other permanent decoration is not permitted. Any misuse or violation of these terms may result in the loss of locker privileges, disciplinary action, and/or billed \$25.00 for damage and cleaning fees. The length of time a student loses locker privileges is at the discretion of the administration; time could range from just a few days to the remainder of the year.

OCS's Right to Search and Seizure

Lockers, desks or storage places provided for student use are, and remain at all times, property of Our Community School. These areas and the contents, therefore, are subject to a random search at any time. Random searches of lockers may include the assistance of dogs trained to detect the presence of controlled substances or explosives. Administrators are authorized to conduct reasonable inspection of school property or of students and items brought upon school grounds, including vehicles, when there is reasonable cause to believe that a student may be in possession of evidence that a law or a school rule has been violated. Authorities will be called if the administration suspects there may be cause.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without the student's consent or a legitimate emergency, unless the

device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If OCS has a good faith belief that the device is lost, stolen, or abandoned, OCS may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Illegal, unsafe, unauthorized or contraband items and materials discovered through a search based upon reasonable suspicion may be seized by OCS or law enforcement. OCS is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of OCS rules or regulations.

Our Community Garden

Several class teachers have created integrated curriculum projects that incorporate garden projects from science units on nutrition or social studies units about Native Americans. The goal of the OCS garden is for all students, to learn the life cycle of a garden and to develop a hands-on connection with that cycle. Among other things, the garden offers students a life lesson; it is hard physical work (i.e. turning soil), but also requires a delicate hand (i.e. seed collection). It teaches cooperation, collaboration, the value of hard work, and the joy of connection with nature. Parent and community volunteers are needed and welcome to support and sustain our garden. Please check with your classroom teachers to learn more, and volunteer on community garden days when larger projects such as adding new sprinklers, clearing out beds for new plantings, or building new beds are tackled.

Student Programs

Conflict Resolution and PLC's (Peaceful Learning Community): In addition to the PLC (described earlier in this document), children are taught to speak directly to others who are bothering them in a clear and respectful way. Children are also taught to listen to one another's feelings and ideas so that the group can function harmoniously. Teachers or the administrators provide assistance in mediation or problem solving and will sometimes initiate a whole class discussion about issues happening within the class or school. Children at OCS are empowered to speak about their own feelings and offer their own solutions rather than using any system of punishments or rewards. Certain behaviors such as intentionally physically harming another child or adult is grounds for suspension. Please see Parent Communication section for more details.

Homework

OCS homework is meant to encourage independence, practice new skills, to gather information for in class studies, to pursue topics of personal interest to the child and to share the learning process with the family. Our homework is not meant to be busywork, produce stress for your child, or be a burden to the parent. Please communicate to your child's teacher about your experiences with their homework assignments. We strongly encourage all families to read together regularly. Additional homework assignments increase incrementally as children grow older, with the youngest having short activities up to twice a week and the oldest children in the school having daily homework of at least 30-90 minutes. Homework is often related to learning done in class and /or field trips. If necessary work to prepare for field trips or projects is not

completed, may be cause for a student's' exclusion from trips/projects and replaced with extensions to learning completed on campus.

Community Service Learning: Each class works on one project throughout the year that helps the whole school community (i.e. tending the Lost and Found, running the school assemblies, or creating a school newspaper). Community Service brings important benefit to each child and to the class as a whole. When a child focuses on needs outside of self, and puts talents, energy and purpose to meet the needs of others, s/he begins to feel empowered to make a positive difference in the world. When the entire class undertakes community service work, the child sees that the group effort enlarges the benefit to others, and this bonds the group together as well. Some grade levels may also choose to participate in community service outside of OCS as well.

Outside Community Service Requirements for 7th-8th Grades: OCS 7th and 8th grade students are required to do community service as part of their graded class assignments. Community service must be documented and verified by a supervisor at the site of the service. Community service hours are to be completed outside of school hours. Students can do service for the OCS community at events such as Spring Faire or a weekend gardening day. Students may also do community service through local community organizations such as Scouts, the YMCA, Churches, or other non-profits. Community service is an important opportunity for students to learn about the value of volunteer work, the needs of others in the community, and feel a sense of self confidence and importance as a member of their community.

Service hours will be collected and tracked by the advisory teacher and will be part of the advisory grade. Eight hours of community service is required for 7th grade and twelve hours for 8th grade students.

Student Government/Student Senate: Once a week, representatives from each class in the school meet together to discuss problems, solutions and projects that the student senate would like to act upon. Active citizenship creates active citizens. By creating and becoming the Senate, the children have real decision making power and real responsibility in their world at school. Forging decisions based upon active discourse is leadership in action and produces confident, independent thinking adults.

Assemblies: Each month an assembly will be led by a grade level (or a class if it is a smaller assembly in the MPR). Children assume leadership in creating assemblies where there is a forum for sharing news and happenings in the school community. Leadership skills (keeping order in a large group, oral skills in front of groups, articulation of ideas/news/experiences) are practiced and honed in this venue.

Tutoring/Intervention and Summer School Programs: When the program is available, OCS teachers may recommend that your child attend an after-school tutoring program or summer school to support his/her learning in the areas of language arts and math. These programs may be held after school on Monday through Thursday. The classes are taught mostly by OCS staff members and are free of charge to families. Students may be referred to participate in or exit out of these programs at any time of the school year. OCS also has an intervention teacher who may come into your child's class and work with your child or a small group of children in the classroom on specific skills in order to help fill the achievement gap. This support will happen during the school day and may or may not be used in conjunction with tutoring programs after school.

Student Planners for Grades 4-8

Students fill out assignment books daily with homework requirements for each class as well as information about long-term assignments. Student planners may be checked daily at school by teachers and parents may check the student planners nightly for homework information; teachers will give frequent reminders to input information into their planners. The replacement fee is \$5 for all students.

Daily Schedule: Each teacher is allowed the freedom to plan the academic day in which works best for the class. Please refer to your student's teacher for details as to when specific subjects are being taught each day. Teachers will be given a schedule each year as to when classes such as art, PE, and music will be held for grades K-6. Students in grades 7 and 8 have different requirements and rotate from class to class throughout the day, and therefore require a set schedule.

7th and 8th Grade Class Schedule:

Grades 6-8 Regular Schedule		Grade 6-8 Early Release Schedule	
7:47-8:27	Period 0 intervention	7:57-8:27	Period 0 intervention
8:30-9:20	Period 1	8:30-9:00	Period 1
9:20-9:23	Passing Period	9:00-9:03	Passing Period
9:23-10:13	Period 2	9:03-9:33	Period 2
10:13-10:16	Passing Period	9:33-9:48	Break
10:16-11:06	Period 3	9:48-9:51	Passing Period
11:06-11:21	Break	9:51-10:13	Period 3 Advisory
11:21-11:24	Passing Period	10:13-10:16	Passing Period
11:24-12:01	Period 4 Advisory	10:16-10:46	Period 4
12:01-12:04	Passing Period	10:46-10:49	Passing Period
12:04-12:54	Period 5	10:49-11:19	Period 5
12:54-1:29	Lunch	11:19-11:22	Passing Period
1:29-1:32	Passing Period	11:22-11:52	Period 6
1:32-2:22	Period 6	11:52-12:27	Lunch
2:22-2:25	Passing Period	12:27- 12:30	Passing Period
2:25-3:15	Period 7	12:30-1:00	Period 7

Grading:

Students in grades TK-5 will not receive traditional letter grades but will receive markings to indicate if they are meeting, exceeding, or falling short of grade level expectations. Teachers use a variety of tools to track progress that include work samples, observations, assessments, projects, etc. Should you have any questions at any time about your child's progress, please schedule an appointment with your child's teacher directly.

Grades will be based on student's classwork, tests, projects, reports, homework and participation in class. Teachers will indicate how they weigh each of these elements in their syllabi. Students will also receive comments in each class with an academic grade.

Academic Honesty

Honesty and social responsibility are staples of the OCS philosophy. Cheating and plagiarizing are very serious breaches of trust and will not be accepted. Teachers will ensure that students are aware of such acts through lessons and discussions; however, upon lesson completion, a student who is found to be cheating or plagiarizing their work will receive zero credit for the assignment, especially in the older grades, and may face further disciplinary actions. Parents will be contacted to discuss the situation.

Grades 6-8 Extracurricular Activities and Events

Dances & Events: OCS Dances and events are limited to OCS students in grades 6th-8th grades only. Parents and guardians may volunteer to chaperone when there is a need, but they must be over the age of 21 and contact the event coordinators prior to the event. Younger siblings are not permitted to be at the dance/event, even if they are with parent chaperones. School rules, codes and regulations apply at all school events, including weekend and after-school events. Students and their families are responsible for knowing and abiding to the rules laid out in this handbook.

Sports Teams

OCS will be participating in competitive sports, as available, with other schools for grades 6-8. Practices will be held at the OCS campus (or another local venue as necessary) after school, a few times a week. Practice and event schedules will be announced as they become available. Games and tournaments may be held on campus or off-campus locations in the surrounding area. Transportation to games will not be provided, but carpooling is encouraged. Below is a list of sports offered.

Season	Tryouts	Sport
FALL (Sept.- Nov.)	August	Girls Volleyball Co-ed Flag Football
WINTER (Jan.- Mar.)	December	Girls & Boys Basketball
SPRING (Apr.- May)	March	Co-ed/Girls Soccer

Behavior and grade checks will be required every few weeks to check continued eligibility. Any student who does not meet behavior and Academic Requirements will be benched for games, but still required to come to practices. Continued failure to meet requirements may result in removal from the team. A coach may also place an athlete on probation or remove him/her from the team for inconsistent punctuality or attendance to practices and games.

Each coach will determine the number of student athletes that will be needed to set a roster. Tryouts will be held and team positions will be offered based on athletic ability, clear family account balances, and academic and behavior criteria (this may include report card review, teacher interviews, and

interviews with the administration). Should a roster not be able to be formed due to numbers, OCS reserves the right to have open tryouts for students in 5th grade. If students in this grade level meet the named criteria, they may be invited to join the team.

A coach may choose to offer “practice squad” positions to 2-4 student athletes. These positions will be offered because a coach sees potential growth in ability, but doesn’t feel that they are quite ready to fully participate in the competitive program. These students will be allowed to train with the team and sit on the bench during games, but will not play in games. There will be no charge to participate on the practice squad, but it is expected that they have regular attendance in order to remain on the squad. The intention of this squad is to help the athlete develop with the hopes that he/she will be ready to fully participate on the team during the next season.

In order to be fully rostered on the team, the following paperwork will be required from each student-athlete and his/her parent or guardian:

- ☐ Student Athlete Code of Conduct Contract
- ☐ Parent Code of Conduct Contract
- ☐ Liability Waiver
- ☐ Grade Report Card Checklist (signed by each of the athlete’s teachers)

Field Trips

OCS views the world as a potential classroom. OCS teachers will plan trips from local walks in the neighborhood to a supermarket to the 8th grade trip to the Museum of Tolerance. Field trips develop students’ ability to observe and record. They have the opportunity to see and hear firsthand about what they are studying. Field trips supplement learning in the classroom and all work and projects should be complete in preparation for the learning that happens off campus. These trips are an important part of your child’s education and no child will miss this experience due to financial hardship. However, if a student is demonstrating unsafe/inappropriate behavior on campus or continued lack of effort in class, this may be cause for a student to remain on campus and complete work that is similar to the learning objective of the field trip. OCS will select a bus company to transport students to field trips when necessary.

At times, parents will be asked to sign a walking field trip permission form for the current school year. This means that students with appropriate teacher supervision will be able to take short walking trips in the neighborhood without additional notice to parents. Special notices with permission slips about bus field trips and/or walking field trips will be sent home regularly and at least one week in advance of the trip date. Please fill these slips out and return them as soon as possible. There may be donation requests made for field trips it should be noted that when parent volunteer/chaperones are needed, fees may be charged for the volunteer (ie for entrance fees.) The school cannot assume the cost for a volunteer/chaperone.

All persons joining the field trip or excursion shall be deemed to have waived all claims against OCS and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trip or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student

2. Any medications the student is required to take with the time and dosage required
3. Any medications the student is allergic to
4. Any other medical information necessary to ensure the student's safety
5. Waiver as described above

OCS will provide alternative educational activities to those students whose parent/guardian choose not to allow the student to attend a specific field trip or excursion. Parents/guardians have the option to withdraw their permission for their child to attend a field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of OCS during the field trip. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of OCS who has completed a first aid course which is certified by the American red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Parent Chaperones on Field Trips

OCS encourages parent chaperones to help on field trips. It is through the generosity and support of our parents that make many of our trips possible. It is important to participate in the review of expectations and rules for chaperones at the BEGINNING OF EVERY TRIP provided by your child's teacher. Here are the basic rules that we ask all chaperones to uphold; however, each teacher can also add additional guidelines as they see fit:

- OCS reserves the right to limit the number of parent chaperones. Although sometimes a trip is very popular and many parents want to go, it is not always safe to have so many extra people and can make it more challenging for the students to fully participate. Teachers will use a fair system to make sure every parent has an equal chance at being a chaperone if they wish.
- Trip Commitment: Parents are asked to make a time commitment for the full length of the trip. Teachers are responsible for grouping students; do not request your child be grouped with particular children.
- Field trips are part of your child's school day and your child's learning and therefore it doesn't work for parents to bring younger siblings on any field trip as they may be unintentionally disruptive to the OCS students' learning.
- An OCS Field trip is school curriculum. As such, school rules apply even though the group is away from campus. Students may not eat or buy foods that are disallowed under the OCS nutrition policy. Students must attend to the speakers and exhibits and not talk or be disruptive in any way. Students may not use cell phones or electronic devices. Students must be respectful and follow the directions of the chaperone and teachers at all times.
- Students who are uncooperative on trips may be asked to return to the bus with a chaperone and wait for the rest of the group to finish the trip or may be disallowed from attending the next scheduled field trip. There are times in which the teacher may ask that a parent or guardian chaperone his/her own child on a fieldtrip because the child's behavior has been unacceptable in the classroom setting or on previous field trips. These are logical consequences for their behavior.
- Parents are also expected to behave in a manner consistent with how they would behave as guests in the classroom. Parents may not use cell phones, unless to communicate in an emergency. Parents may not bring or eat foods that are not allowed in school or serve them to the students in their group. Parents should follow the class policy for buying souvenirs or items from a gift shop

and should ask the teacher if they are unclear about the policy before they buy anything. Parents should notify the teacher or make sure their group is adequately supervised before leaving the students to use the restroom, purchase a lunch or any other need they may have.

- If the students have a break time for eating or relaxing during a trip, this is not a break time for chaperones. Although chaperones may eat, they must constantly maintain supervision of the students in their care.

Parent chaperones who do not follow OCS rules while on the field trip may not be permitted to chaperone at the next trip. Before EACH field trip that you participate in you will be asked to review and sign the following agreement:

Parent Field Trip Chaperone Commitment Agreement

Thank you so much for supporting the class today and going with us on this wonderful trip. We would not be able to have field trips without our fantastic volunteers. Allowing other parents supervise our children is a great responsibility and we have to ensure a high degree of trust between us. To assure all parents who are not able to attend, we ask that you initial each of the following field trip rules and sign at the bottom so we know you completely understand the responsibility you are agreeing to take on during this trip.

We are very grateful for your help!

_____ I have the field trip slips and contact numbers for the children in my group (if necessary).

_____ I have cell phone numbers for other adults on the trip and they have mine in case of emergencies.

_____ I understand that I am responsible for the supervision of the children in my group at all times during the trip.

_____ I understand that I am to follow the direction of the teacher for schedules, timelines, and meeting places.

_____ I understand that being on a school field trip is like being in the classroom and I should observe classroom behaviors such as not talking on my cell phone, listening when the teacher or a presenter is speaking, not bringing or buying inappropriate foods or drinks, and keeping my students involved in the learning activities as directed by the teacher.

_____ If OCS staff are not following through on their responsibilities to effectively organize and manage the field trip, I will let the school administration know immediately after the trip.

I understand that chaperoning a field trip is an important responsibility and if I am not able to follow through on my responsibilities I may not be allowed to chaperone on future trips. I understand and agree that under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's order) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Date: _____ Printed Name: _____

Signature: _____

Technology Usage Policy

Students are encouraged to use OCS's technology, network and Internet connection for teacher-assigned, educational work. Students using OCS's technology resources are expected to abide by the following rules:

- Students may only access the OCS-Student network, devices and computer programs for educational purposes with permission from the supervising OCS employee.
- Students may only access approved locations on the OCS-Student network including files, accounts or data.
- Students may not access, copy, or modify data or passwords belonging to other users. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions is strictly prohibited.
- Only permitted software and hardware may be used on OCS property.
- Students may not download anything from the network and/or Internet without permission of the supervising OCS employee.
- Students must have express permission from an OCS employee to use OCS's technology for any form of communication, including emailing, chat rooms, instant messages, posting on discussion boards or forums, social networking, or any other form of information that other people may view or read.
- Students may not use any OCS property to copy, print, or post items or information not related to teacher-assigned, educational work. Students may not change any settings or connections on any piece of OCS technology.
- Students are not to modify or remove any identifying labels on equipment.
- An OCS employee must be notified immediately when technology malfunctions in any way.
- Students shall not use the internet to perform any illegal act or to help others perform illegal acts, illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to OCS, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs is prohibited. Students who use OCS technology for malicious, lewd or illegal purposes will face serious disciplinary action and may be reported to the appropriate law enforcement agencies.
- All copyright laws are to be respected and will be enforced.
- Students are to report any breach of these rules to an OCS employee immediately.
- Unless used for teacher/administration permitted school activities, items such as, but not limited to, handheld gaming devices, cell phones, and CD players, iPods, etc. will be removed from the child's possession and be available for parent pick up after school.

Staff shall monitor students while they are using OCS computers, laptops, or tablets to access the internet or online services on the OCS campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of OCS equipment including but not limited to their child's access to the internet and any online services through such equipment at all times during which any OCS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

OCS shall ensure that all OCS computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While OCS is able exercise reasonable control over content created and purchased by OCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither OCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

OCS shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Mobile Device Policy

OCS recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom. As a school practicing 21st century skills, OCS wants to help teach and promote appropriate digital citizenship. To keep the focus on academics and to reduce unnecessary distractions, the school enforces the following:

- Cell phones and all mobile devices shall be TURNED OFF during school hours.
- Cell phones and all mobile devices shall be kept in a student's backpack or locker – not in clothing pockets – away from view during school hours
- Cell phones and all mobile devices are not allowed to be used in a classroom, changing room, library, common areas, or restrooms
- The use of cell phones or any device capable of capturing images is strictly prohibited in changing rooms or restroom areas while at school or at school-related or school-sponsored events.
- Cell phones and all mobile devices can be turned back on at the end of school bell and used to communicate directly with parents/friends who are assisting in transportation
- Cell phones and all mobile devices are not allowed to be used during transition times or between classes
- If a student needs to make an emergency call during the day, they are to come up to the office

- The school is not responsible for any damaged, lost, or stolen electronic device

If a student is accessing their cell phone or mobile device during the school day, then the following consequences are in place:

- First offense: Device will be taken to the front office for the remainder of the day and may be picked up when a student is ready to leave school.
- Second offense: Device will be taken to the front office and must be picked up by a parent/guardian.
- Third offense: Device will be taken to the front office and a meeting will be set up with parents and may result in the device to be left in the front office daily.

Notwithstanding the foregoing, a student shall not be prohibited from possessing or using a cell phone 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 the student, 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 cell phone is necessary for the health or well-being of the student.
- When the possession or use of a cell phone is required in a student's IEP

Cyberbullying: Any act of harassment that takes place via some method of technological media. If a student is being harassed and the effect is on the school it does not matter where the offense originates, even if off grounds, if the effect of such acts makes a transition to school grounds it is under our best judgment to take appropriate action.

OCS Technology Acceptable Use Agreement

The Internet offers a multitude of global resources to enhance the education of our students. Responsible and courteous students should have access to the internet in support of their learning. The following are our agreements:

- I will use computers carefully.
- I will only access programs and websites that my teacher has approved.
- I will not give my name, address, phone number or other personal information about myself or others to anyone on the internet. I will not share my password with others.
- I will tell my teacher if I read or see something on the computer that is inappropriate.
- I will not use the computer to hurt others. I will use polite language when writing emails and messages.
- I will use my own words when using information, I found online, or I will give credit to authors if I use their words.
- I will print pages only with permission from my teacher.
- I will not download software, music, movies or other content.

- I will not use any software or proxy service to obscure the IP address or the sites that I visit.
- I will not disable, bypass, or attempt to disable or bypass any system monitoring, filtering or other security measures.
- I will not use hacking tools on the network or intentionally introduce malicious code or viruses into OCS's network.
- I will not download, view or share inappropriate content, including pornographic, defamatory or otherwise offensive material.
- I will not engage in any activity that is in violation of OCS policy or local, state or federal law or regulations.
- Unless used for teacher/administration permitted school activities, I will not use Items such as, but not limited to, handheld gaming devices, cell phones, CD players, iPods, etc. and I understand said items will be removed from my possession and will be made available for parent pick up after school.
- I on behalf of myself and my child(ren) agree not to hold OCS or any OCS staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. I also agree to indemnify and hold harmless OCS, OCS staff, employees, officers, directors and volunteers for any damages or costs incurred.
- I understand that computer equipment, Internet access networks, email accounts, and any other technology resources are under the control of OCS and provided to students for educational purposes. OCS reserves the right to access stored computer records and communications, files, and other data stored on OCS equipment or sent over OCS networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of OCS equipment at the end of the school year/term or agreed upon use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
- Students who violate this Agreement will be subject to discipline, which may include loss of access to OCS technology resources and/or other appropriate disciplinary or legal action in accordance with OCS policies and applicable laws.
- I understand that if a student willfully damages OCS's property, including but not limited to OCS's technology, equipment and networks, or fails to return OCS's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, OCS may withhold the student's grades and transcripts until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, OCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and transcripts will be released.

As parent/guardian, I acknowledge that I have discussed the Technology Usage Policy and this

Acceptable Use Agreement with my child and agree to all provisions therein. Signature to be included at the end of this handbook.

CHAPTER 5: ATTENDANCE, HEALTH, AND SAFETY INFORMATION

Attendance

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

Attendance Matters!

- When students attend school, they get better grades, score better on standardized tests and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It's the law. Parents and guardians are responsible for ensuring that their children go to school.
- When parents are at work, students should be safe at school.
- Parents Influence Attendance – Get Involved!
- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address.
- Communicate often with your child's teachers.
- Make your school aware of any problems that may be causing your child to miss school.

Every student is expected to attend school on a daily basis, unless there is valid justification for his/her absence. (EC 48200) There is no such thing as "parent permitted truancies." These truancies are best described as absences for reasons other than what the law allows.

The following are not valid excuses for school absences:

- Personal business
- Car problems
- No clean clothes
- Rain/Weather
- Out of town trips/out of town guests visiting your home

It is California law that children ages 6 to 18 must attend school; this is called compulsory education. Children must attend school, on time, every day they are able. The school day at OCS is full of interactive, hands-on learning experiences. Working together also teaches children about social interaction and group interdependence in all areas of curriculum. Your child's social experience is solidified by excellent attendance in that other children may not invest in a relationship with a child whose attendance is sketchy and unpredictable. Although children can make-up the curricular content knowledge, they may miss out on special class experiences such as field trips, performances, art projects, social connection and interdependent group work. Treating your child's school attendance/responsibilities as your child's "job," is a preparation for taking on adult responsibility later. On the business/budget side, the school loses funding for each day a student is absent. We feel passionate about providing the best educational experience and being present each day is vital.

We hope that you will send a clear message to your child about the importance of school through supporting them in attending school consistently and on time. Tardiness is disruptive to the class and is difficult on your child as he/she will have missed important beginning of the day class routines.

Attendance for Grades 6-8 as it relates to grading: Students will lose participation points for all unexcused tardies and absences, but they will still be allowed to make-up missed assignments when the missed school hours are excused or unexcused. If a student is absent for one day, he/she will have one day to make up the work. If the assignment is late, then it is at the teacher's discretion to accept the assignment for few points, or to not accept the assignment at all.

Excusing a tardy or absence: A student's parent/guardian is expected to contact the office by phone or by written note to excuse a student's absence or tardy. Each OCS TK-8th grade student is allowed **6 excused tardies or absences** for sickness with permission from parent/guardian each school year. Absences after those 6 will require a doctor's note to be excused. Missed class time with a medical note will not be counted towards the six parent-excused releases.

Students with Work Permits: OCS is required to consider ALL of the following when asked to sign a student work permit: Attendance, Academic Performance and Health. If your child is not performing well academically, we cannot sign the permit. If your child has had many absences that are unexcused, or has many absences due to health issues we cannot sign the permit. If your child is chronically tardy, we cannot sign the permit. OCS requires at least 72 hours to research and sign work permits.

Illness: If your child is ill, please call the school attendance line 818-350-5000 and leave a voicemail message. Children will not be admitted to school or be allowed to stay if they have a fever of 100 degrees or more, diarrhea, vomiting, or infectious illnesses. Children should be fever free without medication for 24 hours before returning to school. Children who are determined to be ill by staff will receive attention and rest in the office until a parent or guardian can pick them up. Please remember, if a child is absent for 3 or more consecutive days due to illness, OCS requires a doctor's note on the first day of return indicating that your child is healthy enough to return to school.

Vacation: We strongly encourage families to take vacations during winter break, spring break or summer. This does not disrupt your child's education, add to excessive absences on your child's record, and does not reduce the school's financial revenue. If it can't be helped and you take your child out for 5 or more consecutive days when school is in session, you must inform the office and set up an independent study program with your child's teacher.

Independent Study: If circumstances arise in which you know ahead of time that your child will be out of school for 5 or more consecutive days, you can opt for an independent study contract. In order to be granted this contract, you will need to give the school written notice with at least 5 days in advance of the impending absence and sign the independent study contract in the office. Your child's teacher will prepare work for your child to complete while he/she is gone. Please note that the amount of work given will be substantial enough to support a 6-hour school day for each day he/she is absent. The work must be turned in completed on the first day back at school in order for the absences to be resolved and credit for independent study to be given. If the contract is not signed within the 5-day notice period, or the work is incomplete or not turned in on the first day of return, the independent study is voided and your child will be counted as absent for each day he/she was out. The absence will be considered unexcused and turned over to the Student Attendance Review Board. Only one independent study is permitted inside of a school year.

Truancy Process

- For the purposes of this policy, the term “unexcused absence” includes any absence without a valid excuse, any tardy for more than a 30-minute period during the school day without a valid excuse, or any pick-up from school that is more than 30 minutes before the end of the school day without a valid excuse.
- The third (3rd) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student’s classroom teacher may also call home and/or the School may send the parent an e-mail notification.
- The fourth (4th) unexcused absence the parent/guardian will receive “Truancy Letter #1” from the School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
- Upon reaching five (5) unexcused absences, the parent/guardian will receive “Truancy Letter#2 – Habitual Truancy Classification and Conference Request,” notifying the parent/guardian of the student’s “Habitual Truant” status and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract. Translation will be provided during the meeting if needed.
 - Detailed notes will be kept with a parent signature acknowledging the information and services offered at the meeting.
 - The meeting will include at least one teacher and one administrator to provide parents with specific information about how the absences/tardies are interfering with the child’s education.
- Upon reaching six (6) unexcused absences, the student will be referred to the OCS School Attendance Review Board (SARB). In addition, the parent/guardian will receive a “Truancy Letter #3 –Referral to SARB” and the student will be referred to the Student Success Team and SARB. The SARB panel will be composed of the Principal, Assistant Executive Director, Attendance Clerk, and one certificated teacher. The SARB panel will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - The SARB panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SARB panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - Parent/guardian to attend school with the child for one day
 - Student retention
 - After school detention program
 - Required school counseling
 - Loss of field trip privileges
 - Loss of school event privileges
 - Required remediation plan as set by the SARB
 - Notification to the District Attorney
 - The SARB panel may discuss other school placement options.
 - Notice of action recommended by the SARB will be provided in writing to the parent/guardian.

- If the conditions of the SARB contract are not met, the student may incur additional administrative action up to and including disenrollment from the school consistent with the Involuntary Removal Process described below .
- For all communications set forth in this process, the School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the School with any new contact information.
- If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the School's communication attempts, as set forth above, the SARB panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.
- Any documentation received by OCS regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process:

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SARB contract. The student will then be required to appear before the SARB panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SARB panel to schedule the meeting if the parent/guardian is nonresponsive, the SARB panel may recommend that the student be dis-enrolled from OCS. The parent will receive written notice of the SARB panel's recommendation and OCS's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice will be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The SARB panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The hearing, if requested, shall be consistent with OCS's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until OCS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to OCS's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, OCS will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of OCS's hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, and the Governing Board agrees with the recommendation of the SARB to disenroll the student, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, and the Governing Board agrees with the recommendation of the SARB to disenroll the student, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent OCS from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney:

It is the School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SARB contract has been developed according to the procedures above, or if the parents fail to attend a required SARB meeting, OCS shall notify the District Attorney's office, which then may refer the matter for prosecution through the court system.

Students 12 years of age and older may be referred to the juvenile court for adjudication. These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code including immigration status, or association with an individual who has any of the aforementioned characteristics).

Reports:

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Re-Enrollment

In order to re-enroll, parents must complete the "Intent to Re-enroll" form by a specified date from the school administration. Then, all parents will be given an appropriate amount of time to complete re-enrollment paperwork. After this paperwork/forms are complete, your student will then be confirmed at OCS.

Withdrawal Procedures

If during the school year you decide to take your child out of OCS, you must do so in writing. Please bring in a note indicating when your child will be leaving OCS and where he/she will be going so that we can prepare your child's records for the next school accordingly. It is the intention of OCS to automatically secure a space for your child for the following school year. If you are planning on leaving OCS, we would appreciate the courtesy of letting us know in writing as soon as you know so that we may give the opportunity to other families on the waiting list.

Class Placements

The teachers and the administrative staff work together during the summer months to create class rosters for the upcoming school year. We do our best to ensure that each student goes to the next year in a class that is balanced in diversity, gender, and ability. Teachers consider social dynamics and new friendship opportunities. We have strong faith in every OCS teacher and know that each child will be cared for and nurtured well, regardless of where the student has been placed! For that reason, we do not take parent requests.

Accidents and Health Emergency Procedures

The office staff acts as the school's main first aid station. They can dispense ice-packs, Band-Aids, and take temperatures. We will call you if your child needs to go home because of an accident or illness or if your child has had a head injury, even if it is not one that seems to require immediate medical attention. If your child has an injury requiring immediate medical attention 911 will be called. Please be sure your forms are on file with your signature to allow emergency treatment for your child in the case of any accident.

Medication

All prescription and over-the-counter medication is kept in the school office. Do not send any medication in your child's lunch pack or backpack. Students who require medication during the school day, (throughout the school year or temporarily) must complete the medication form signed by a doctor explaining the reason for the medication and the instructions for administering the medication.

Child Abuse Reporting

As Mandated Reporters, OCS Faculty and staff are required by law to report suspected child or substance abuse or neglect to the proper authorities. While we are advocates for children, we are also advocates for parents. We hope to be able to provide support to families undergoing stress. The OCS staff will be happy to assist parents in finding resources to help them in dealing with crisis.

Release of Child

We cannot release your child while school is in session to anyone other than those indicated on the enrollment form or emergency card unless you notify the school in writing or call ahead of time. This policy holds true even during emergencies, so please have several possible people listed and update your list throughout the year.

Breast Feeding Mothers at OCS

Our Community School recognizes that breastmilk is the optimal food for growth and development of infants and encourages our community to have a positive, accepting attitude towards breastfeeding mothers and babies. Our Community School provides time and space for its employees to express milk as per the California State Labor Code § 1030-1033. Our Community School encourages the mothers of our students to inquire with our main office on space available to her in the event that she needs to express milk.

OCS Education of Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative

adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Carey Bartlow
Executive Director
10045 Jumilla Avenue Chatsworth, CA 91311
818-350-5000

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and

that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an

intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian¹ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Interession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is included herein.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- "Foster youth" means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:

¹ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*

- a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 - 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.²
 - 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
 - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
 - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 - *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
 - *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
 - *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
 - *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive

² The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Carey Bartlow
Executive Director
10045 Jumilla Avenue Chatsworth, CA 91311
818-350-5000

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

- Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
- Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family. For students in Kindergarten through eighth grade, inclusive, the student will

be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an

appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is included herein.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records five (5) business days after the day Our Community School ("OCS") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Campus Administrator 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 student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask OCS to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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 student 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 student'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 includes 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. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, 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 student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that OCS will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by OCS 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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any

audit, evaluation, or enforcement or compliance activity on their behalf if applicable requirements are met. (§§99.31(a)(3) and 99.35).

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)).
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs, or (c) improve instruction, if applicable requirements are met. (§99.31(a)(6)).
7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)). To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)). To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
10. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L)).
11. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"³) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"⁴) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

³ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁴ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

Please visit CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Food, Health, and Wellness at OCS

Our Community School has a Wellness Committee that consists of an administrator, parents and a board member. Students, our school food representative, as well as the school community at large is encouraged to participate and provide suggestions and/or ideas that help OCS continue to grow our nutritional education and physical activities that promote student wellness. This committee meets four times a year and is available if there is a need for changes or updates to our program. The front office works closely with our food service provider and is in constant communication with our representative to assure that all State and Federal guidelines are met for reimbursable meals. At the end of every school year we evaluate our food vendor meals and service. If needed, we set dates for other food vendors to come to the school and do taste testing with students, staff and parents to select a new vendor.

OCS School Food Program: Pursuant to California law, OCS shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day.

OCS contracts with a private vendor to provide breakfast and lunch for our students. In accordance with the Federal Lunch Act, all families must fill out a meal application per household regardless of your financial status and return it to the school office as soon as possible. Families must fill out this application EACH YEAR prior to the start of the school year. Parents should submit a new application at any time during the school year if the financial status of the household changes. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

The school will send home menus each month, but meals may be subject to change without notice. Students must pre-order lunches to ensure that their choice is available. Menu order forms are sent out on Friday and are due on Wednesday for lunches a week and a half later. For example, order forms sent

home on the 15th are due on the 20th for lunches served the week of the 25th. If you know that your child does not have lunch, please contact the office immediately so a lunch can be provided.

Fresh Start Meals: We are continuing our partnership with Fresh Start Meals as our lunch vendor this year. Fresh Start Meals will be catering our school breakfast and lunch program. They will provide a cold breakfast and daily lunch options: regular, veggie or a cold option of salad or sandwich.

Healthy Food Choices Guidelines: Because the school day is at least 6 hours long for our students, a large portion of children's daily food intake will happen here at OCS. OCS believes in children consuming foods that are healthy and promote good brain and growth development. Students have a snack break/recess around 10:00 am. We find that when children have a morning snack, they are better able to focus and tend to tasks in class. Please send your child with 1 – 2 healthy snacks each day, i.e. granola bars, fruit, hard boiled eggs, yogurts, bagels, etc. Please note OCS food restrictions in the Wellness Policy below. Donations of healthy snacks to share with the class are welcome. We will have breakfast available during snack break/recess time. Please keep in mind that we are unable to warm up food for students.

Water consumption: OCS shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. OCS may develop additional policies regarding the types of water bottles that may be carried. OCS adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus. OCS shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Birthday Celebrations: OCS values each child and recognizes the special significance of an individual's birthday. We would like to take the opportunity to recognize your child's birthday in the classroom. Teachers will honor each child through an appreciation circle or some other form of celebration. However, be advised that food is not allowed in classrooms for birthday celebrations. It is not the school's responsibility nor its role to host a birthday party for each child.

Wellness Policy Postings: The Office Manager will make sure that these documents are posted in our main kitchen area where students are served their daily meals (breakfast and lunch), as well as at the lunch tables and the MPR where the students eat their meals. In addition, it will be posted in the small kitchen area and staff lounge where staff and visitors eat. It is posted publicly in our main office as well so that any visitors have a chance to read it. This information is also included in our parent handbook and employee handbooks.

Wellness Policy and Procedures

Preamble

Our Community School (hereto referred to as the OCS) is committed to the optimal development of every student. OCS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health- promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades

and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{iv,v,vi,vii,viii,ix,x} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{xi,xii,xiii} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{xiv,xv,xvi,xvii}

This policy outlines OCS’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at OCS have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of OCS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- OCS establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, and staff at OCS.

- OCS will coordinate the wellness policy with other aspects of school management, including OCS’s School Improvement Plan, when appropriate.
- NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

School Wellness Committee:

Committee Role and Membership

OCS will convene a representative district wellness committee (hereto referred to as the OCSWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The OCSWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., Executive Director, principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the

extent possible, the OCSWC will include representatives from each school building and reflect the diversity of the community.

Leadership:

The Executive Director or designee(s) will convene the OCSWC and facilitate development of and updates to the wellness policy, and will ensure the school's compliance with the policy. The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) are:

Name	Title	Email address	Role
Carey Bartlow	Executive Director	carey.b@ourcommunityschool.org	Committee Chair
Kim Montgomery	Office and Systems Manager	kim.m@ourcommunityschool.org	Committee Vice-Chair
Travis Strauss	Teacher	travis.s@ourcommunityschool.org	Member
	Teacher		Member
	Student		Member

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

I. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

OCS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at ourcommunityschool.org/wellnesspolicy

Recordkeeping

OCS will retain records to document compliance with the requirements of the wellness policy at Our Community School Office. Documentation maintained in this location will include but will not be limited to:

1. The written wellness policy;
2. Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit OCSWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;

3. Documentation of annual policy progress reports for each school under its jurisdiction; and
4. Documentation of the triennial assessment* of the policy;
Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

OCS will compile and publish an annual report to share basic information about the wellness policy and report on the progress of OCS in meeting wellness goals. This annual report will be published around the same time each year and will include information from the school. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the OCSWC.

The annual report will be available in English and translation can be made available upon request. OCS will actively notify households/families of the availability of the annual report.

The OCSWC, will establish and monitor goals and objectives for OCS, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, OCS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of OCS are in compliance with the wellness policy;
- The extent to which OCS's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of OCS's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Carey Bartlow, Executive Director at carey.b@ourcommunityschool.org

The OCSWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. Our Community School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The OCSWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or

standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach, and Communications

OCS is committed to being responsive to community input, which begins with awareness of the wellness policy. OCS will actively communicate ways in which representatives of OCSWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. OCS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. OCS will use electronic mechanisms, such as email or displaying notices on OCS's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. OCS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that OCS is communicating other important school information with parents.

OCS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. OCS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

Our Community School participates in the USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). Our Community School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (OCS offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following: [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily

- Daily fruit options are displayed in a location in the line of sight and reach of students
- All available vegetable options have been given creative or descriptive names
- Daily vegetable options are bundled into all grab and go meals available to students
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
- White milk is placed in front of other beverages in all coolers
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
- Student artwork is displayed in the service and/or dining areas
- Menus will be sent out via weekly newsletter
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- OCS child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

All foods and beverages sold to students on the school campus during the school day will support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet Smart Snacks standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). OCS will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition

standards including through:

- Celebrations and parties: OCS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
- Classroom snacks brought by parents. OCS will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
- Rewards and incentives. OCS will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
[Meets HSP Silver]

Fundraising

OCS will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)]. OCS will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

OCS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1. Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#).

Nutrition Education

OCS aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;

- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.
- In elementary schools, nutrition education will be offered at each grade level where applicable as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets HSP Silver/Gold level).
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets HSP Silver/Gold level).]

Essential Healthy Eating Topics in Health Education

OCS will include in the health education curriculum most of the following essential topics on healthy eating with the goal of addressing all as our health education program grows:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#) Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

OCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. OCS strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District

property that contains messages inconsistent with the health information OCS is imparting through nutrition education and health promotion efforts. It is the intent of OCS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with OCS's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus "during the school day" will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined^{xviii} as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- ❑ Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- ❑ Displays, such as on vending machine exteriors.
- ❑ Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.) Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by OCS.
- ❑ Advertisements in school publications or school mailings.
- ❑ Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

III. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and OCS is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). OCS will be encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

To the extent possible, OCS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. OCS will conduct necessary inspections and repairs. OCS will work to ensure that inventories of physical activity supplies are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.

Physical Education

At OCS, Kindergarten to 5th grade students shall have no less than 200 minutes of P.E. instruction every

10 days (meets HSP Silver level) while 6th, 7th, & 8th grade students will have no less than 400 minutes every ten days throughout all of their years in secondary school (meets HSP Gold level). OCS believes that Physical Education should be fun, non-competitive, and accessible to all students. With childhood obesity on the rise Physical Education is even more important than ever. Teachers at OCS will use the California P.E. standards to develop P.E. classes that support students in developing gross motor skills, spatial awareness, sportsmanship, and a positive attitude about physical fitness in keeping one's body healthy. Students learn about their bodies and their physical fitness as they do activities that promote aerobic health, flexibility, muscle strength, healthy body composition, as well as, the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). In elementary grades, we emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In secondary grades, we emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. OCS partners with the California State University Northridge Kinesiology department to provide teacher professional development and model lessons from student teachers in P.E.

OCS provides a P.E. coach for students in grades K-5 and a Middle School PE teacher for grades 6-8 grades respectively. Middle School students must dress appropriately for PE class. OCS's P.E. teacher uses creative, non- competitive activities such as dance, juggling and martial arts as well as more traditional sports to engage and activate every student.

OCS's physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student. Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets HSP Silver level). All physical education classes at OCS are taught by licensed teachers who are certified or endorsed to teach physical education (meets HSP Gold level).

Essential Physical Activity Topics in Health Education

OCS will include in the health education curriculum the following essential topics on physical activity: Health education is also an important aspect of OCS's program for the whole child. In K-2 students learn about healthy habits such as washing their hands and covering their noses and mouths while sneezing. They also learn about good nutrition and hygiene such as regular teeth brushing. In the 3rd and 4th grades, students learn more about the systems of the body and how they interrelate for good health. In 5th grade, students have their first lessons within same gender groups about the changes puberty will bring for them. In 6th, 7th, and 8th grades, this topic is studied in greater depth through the life sciences curriculum. OCS uses the state Physical Fitness standards and the Health education framework to develop grade appropriate lessons in these content areas.

1. The physical, psychological, or social benefits of physical activity
2. How physical activity can contribute to a healthy weight
3. How physical activity can contribute to the academic learning process
4. How an inactive lifestyle contributes to chronic disease
5. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition

6. Differences between physical activity, exercise, and fitness
7. Phases of an exercise session, that is, warm up, workout, and cool down
8. Overcoming barriers to physical activity
9. Decreasing sedentary activities, such as TV watching
10. Opportunities for physical activity in the community
11. Preventing injury during physical activity
12. Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
13. How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
14. Developing an individualized physical activity and fitness plan
15. Monitoring progress toward reaching goals in an individualized physical activity plan
16. Dangers of using performance-enhancing drugs, such as steroids
17. Social influences on physical activity, including media, family, peers, and culture
18. How to find valid information or services related to physical activity and fitness
19. How to influence, support, or advocate for others to engage in physical activity
20. How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least 30 minutes of recess on all or most days during the school year. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when inclement weather (inclement weather such as severe storms, rain, extreme winds, or temperatures of 95 degrees or higher) calls for an alternative schedule at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

OCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. OCS recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

OCS will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

OCS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

OCS offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. OCS will encourage students to be physically active before and after school by physical activity in aftercare, sports program, and an accessible yard to play.

Active Transport

OCS will support active transport to and from school, such as walking or biking. OCS will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- ☐ Promotional activities such as participation in National Walk and Bike to School Day
- ☐ Secure storage facilities for bicycles and helmets (e.g., covered bike racks, fenced area) Instruction on walking/bicycling safety provided to students
- ☐ Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- ☐ Crosswalks exist on streets leading to schools
- ☐ Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

IV. Other Activities that Promote Student Wellness

OCS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. OCS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

OCS are encouraged coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by OCS’s curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the OCSWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

OCS will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

OCS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, OCS will use electronic mechanisms (such as email or displaying notices on OCS's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The OCSWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Carey Bartlow.

OCS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. OCS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, OCS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help OCS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school- related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, OCS is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:(833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov

This institution is an equal opportunity provider.

Suicide Prevention Policy

The Board of Directors of Our Community School ("OCS") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215 and AB 2246, this policy has been developed in consultation with OCS and community stakeholders, OCS school-employed or contracted mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating OCS's strategies for suicide prevention and intervention. OCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, OCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for OCS. The suicide prevention point of contact for OCS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

OCS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. OCS has collaborated with one or more county and/or community mental health agencies to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
- Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- OCS shall ensure that training is available for new hires during the school year.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide

prevention training shall include:

- Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on OCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on OCS guidelines;
 - OCS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - OCS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

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

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

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

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

Virtual Screenings for Suicide Risk:

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

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

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

B. Employee Qualifications and Scope of Services

Employees of OCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges

often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be easily accessible and prominently displayed on the OCS Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- OCS shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
- Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the OCS's website with treatment referral options marked accordingly.
- Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
- Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, OCS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with OCS and is characterized by caring staff and harmonious interrelationships among students. Identify trusted adults, OCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

LGBTQ youth who are targets of bias, bullying or rejection at home or at school have elevated rates of suicidality, compared to non-LGBTQ youth. LGBTQ students with rejecting families have an eight-fold increased risk for suicidal ideation than do LGBTQ students with accepting families. When working with LGBTQ youth, the following should be considered:

- Assess the student for suicide risk.
- Do not make assumptions about a student's sexual orientation or gender identity. The risk for suicidal ideation is greatest among students who are struggling to hide or suppress their identity.
- Be affirming. Students who are struggling with their identity are on alert for negative or rejecting messages about sexual orientation and gender identity.
- Do not "out" students to anyone, including parent(s)/guardian(s). Students have the right to privacy about their sexual orientation or gender identity.
- Provide LGBTQ-affirming resources
- Ensure safe campuses

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

OCS's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding OCS's suicide prevention, intervention, and referral procedures.

The content of the education may include:

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

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

OCS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling).

Intervention and Emergency Procedures OCS designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- School Psychologist

- Executive Director/ Principal
- Assistant Executive Director

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

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

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

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

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, OCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to

rectify the situation and build understanding of care. If follow up care is still not provided, OCS may contact Child Protective Services. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at OCS. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

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

E. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in OCS activities to notify a teacher, the Principal, another OCS administrator, psychologist, OCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. OCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and the student's parent/guardian, about additional resources to support the student.

F. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating

consequences on the school community, including students and staff. OCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Principal to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

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

- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

CHAPTER 6: DISCIPLINE POLICY

Student Code of Conduct

Our Community School expects that students will be respectful, cooperative, and caring for themselves and each other. We expect students to solve conflicts in a cooperative manner. We expect that students will be courteous and respectful towards each other, staff members and school visitors. We expect students to be careful and responsible about using materials, equipment, and school supplies. We expect students to keep their teacher informed of their whereabouts on the school campus at all times. We expect students to be equally conscientious on field trips and at whole school events, as they are in their classrooms.

Student Discipline

At Our Community School we hold that ongoing positive communication is the key to effective discipline. Therefore, our staff will communicate to our children that we know they are capable and responsible people, and speak to what is best in them--their intelligence, their initiative and their sensitivity towards others. Teachers and staff seek to create an environment for all students that is empathetic and encouraging, and where cooperation is emphasized and respect for one another's feelings, views and ideas is exercised.

Our Community School will routinely provide opportunities for students to make healthy choices, to cooperate with and be respectful of others, and to problem solve effectively. The OCS staff provides students with opportunities to take responsibility for their own actions and encourages them to understand, acknowledge and explain the consequences that their actions have on one another. Some of the natural consequences that may be used when school rules are violated are as follows:

The discipline policy is not discriminatory, arbitrary or capricious and follows the general principles of due process. With regard to the discipline of students who receive special education services, OCS will comply with all provisions of the Individuals with Disabilities Education Act (IDEA) and the policy will be adapted as needed.

Please note that each discipline issue is handled individually and with confidentiality. We will not share information about your child with another family, nor will we give you information about another child. We do everything we can to ensure that we are handling situations as fairly as possible and we are not always able to disclose why we handled individual cases as we did.

Expectations for Student Behavior

- No forms of harassment, intolerance, intimidation, violence, or similar conduct that violates another person's human rights will be tolerated.
- Abusive or profane language will not be tolerated.
- Students are to leave the school grounds immediately after school unless they are involved in an after school activity or under the direct supervision of a teacher or sponsor.
- Students may not destroy, deface, remove or damage school property or the personal property of others.
- No misconduct or horseplay in the hallways.
- Disrespect towards anyone is unacceptable.
- Skateboards, scooters, bicycles, roller shoes, etc. may not be used in the hallways or on school

property. Students who ride bicycles to school need to lock their bicycles in the provided area.

- Students are to store personal items in their backpacks or locker, if applicable. Personal items may be confiscated if they are causing a danger or distraction. Parents may retrieve items from the appropriate faculty member.
- Students may not falsify documents, written, electronic or verbal communication of any kind.
- Students may not possess or use any controlled substances, including prescribed personal medication.
- Students may not possess or use any weapons or explosive devices
- Students may not leave campus during school hours without permission

Consequences for Unacceptable Behavior

- Students who are having difficulty may do any of the following according to the teacher's discretion:
 - Verbal warning as appropriate
 - Take a brief break by going to the drinking fountain or running a lap around the field (younger students should be accompanied by a T.A. for anything other than going to the restroom or drinking fountain.
 - Take a longer break to reflect on their actions by going to another class. They can fill out a reflection sheet, help the students in that class, or be sent with their own school work to complete.
 - They can have a conflict resolution with an adult (Assistant Principal, Principal or a T.A.) or on own if you feel they are capable.
 - Students may be offered an alternative choice within their class. Offering a student at least two choices can often prevent power struggles.
 - If safety is a concern for the student or other students then they miss their regularly scheduled recess.
 - Compulsory school service
 - A meeting with the parents can be arranged and/or note or phone call sent home.
 - In extreme circumstances a student may be given a formal in-school suspension, or be formally suspended off campus, excused from school events, field trips or expelled.
- If a student hits, bites, spits, leaves campus without an adult or purposely breaks/vandalizes school materials, they will be sent to the office. They will be suspended or receive an in-school suspension (except with youngest and/or extenuating circumstances) and a parent meeting will be set up.

Student Suspension and Expulsion Policy

This Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension

and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are distributed as part of the Parent/Student Handbook and are also available on request at the Executive Director's office.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

1. In-School Suspension

In the event that a student commits an offense for which suspension is permissible, OCS administrations reserves the right to issue an in-school suspension in lieu of an out of school suspension, unless such a suspension is prohibited by the education code. In the event of an in-school suspension, the following will apply:

- In-school suspension will be served in the main office
- The student will be supervised by the Executive Director, Principal, or by a teacher not currently teaching a class
- The student's teachers will send work to the office for the student to complete. While the work will necessarily be different than the work done in class, it will address the same content standards
- If the student has an IEP, and the student is on in-school suspension during a time when he or she would be receiving RSP services, such services will be provided. If the student has other services that can be provided one on one (such as speech, language, occupational therapy, and adaptive physical education), etc., such services will be provided as normal during the in-school suspension.

- The school will notify the student's parent/guardian about the in-school suspension within 24 hours via phone or email.
- A student shall not serve more than two days of in-school suspension for a single offense, nor will a student serve more than ten days of in-school suspension during a single academic year.
- In the event that the education code precludes in-school suspension, the student will receive an out of school suspension. OCS shall not offer in-school suspension if the health and safety of the Charter School's students and/or staff are in question, including if and when a student has committed one of the following enumerated offenses:
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
 - Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school personnel;
 - Made terrorist threats against school officials or school property, or both.

2. Scope of the School's Disciplinary Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is related to the Charter School activity or school attendance occurring at any time including but not limited to: a) while on the Charter School grounds; b) while going to or coming from the Charter School; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a Charter School-sponsored activity.

3. Suspension and Expulsion Offenses

Discretionary Suspension Offenses: Students MAY be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable

person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil

for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of cyber sexual bullying.

- a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses: Students MUST be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053,

et seq.

- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, a sexual battery as defined in Penal Code section 243.4.

Discretionary Expellable Offenses: Students MAY be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a

school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate

violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a

depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Expellable Offenses: Students MUST be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code section 243.4.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

4. Procedures for Suspension or Expulsion for Disciplinary Reasons

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Executive Director with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Executive Director.

The conference may be omitted if the Principal or Executive Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

2. Notice to Parents/Guardians

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

At the time of the suspension, the Principal or Executive Director shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil and the pupil’s parent/guardian, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s

presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The maximum number of days a suspension can be extended is determined on a case by case basis with the limit being the maximum number of days that a student can be suspended in one year. The Charter School has entered into an MOU with LAUSD for them to provide interim placement for students to have meaningful access to education during the term of the suspension pending the outcome of an expulsion process.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel, assigned by the Board of Directors, following a hearing before it. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a member of the Administrative panel. The Administrative Panel may expel any student found to have committed an expellable offense and recommends the student for expulsion.

5. Expulsion

See Section 4 above.

6. Out-of-School Suspension Procedures

See Section 5 above.

7. Maximum Number of Suspension Days

The maximum number of school days within a single academic year that a student may be suspended is 20 days for general education, and 10 for special education.

8. Access to Education during Suspension

If a student receives an out of school suspension, they will have the opportunity, at the discretion of the Executive Director, Principal, and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated OCS staff for any questions and for evaluation of work. Any instructional materials or assignment shall be provided to the student by the classroom teacher(s) through the Executive Director, Principal, or designee. Students will be provided clear instructions and deadlines for all assignments. Students may be given the opportunity to take a make up test following their return for any missed tests, or otherwise provided an alternate means to complete the test during the duration of their suspension.

9. Rules for Suspension Pending Expulsion Hearing

See Section 5 above.

10. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing, if requested by the student's parent or guardian, shall be held within thirty (30) school days after the Executive Director or Principal determines that the pupil has committed an expellable offense.

The hearing by the Administrative Panel shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by OCS staff at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence as presented at the hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Notice of expulsion appeal rights/process; (d) the student's rehabilitation plan; and (e) alternative education placements during the expulsion period.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to LAUSD. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to LAUSD upon request.

Right to Appeal

The pupil shall have the right to appeal from expulsion from the Charter School to the Board.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

11. Rehabilitation Plans

Pupils who are expelled from OCS shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to OCS for readmission.

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, as supported and monitored by the Principal. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence. The readmission process will include a meeting with the Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to Charter School safety. The Principal or designee shall make a recommendation to the Governing Board for readmission if the pupil has met the conditions of the rehabilitation plan and does not pose a danger to Charter School safety. If the Principal determines

the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to Charter School safety, the Principal will make a recommendation against readmission. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. OCS is responsible for reinstating the student upon the conclusion of the expulsion period.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

CHAPTER 7: PARENT INVOLVEMENT POLICY

Parent Code of Conduct

Our Community School expects that parents will be respectful, cooperative, and caring for themselves and each other. We expect parents to solve conflicts in a cooperative manner. We expect that parents will be courteous and respectful towards each other, students, staff members and school visitors. We expect parents to be equally conscientious on field trips and at whole school events. Please adhere to all school and local parking/traffic rules. We want to keep our community safe, and keep every child safe out in the community. OCS valet and parking lots are functions of OCS and privileges to use these areas may be revoked due to careless driving, disrespectful behavior toward staff, students, other parents or neighbors. Adult/parent/family misconduct is prohibited. Misconduct, aggressive behavior, inappropriate language tone, disturbing class or office functions, or any behavior deemed inappropriate by administration on a school setting, toward any community member may result in loss of being able to enter campus property or attend school events. As adults, please remember to model all that we expect of our children.

Supporting Your Child: A parent's role in his/her child's education cannot be overstated. Parents are their child's first teachers and that relationship spans a lifetime. Please contact us when you have anything to share. Parent contributions and involvement add immeasurably to the sense of community we strive for. Patience with a child and support for the school are crucial to a child's growth and development. Encourage and support your child's efforts, remembering that learning takes time. It is important to acknowledge the efforts your child makes in learning new skills. It's just as important to recognize the effort as the final outcome. Supporting your child's efforts encourages persistence, willingness to

undertake new challenges, and a confidence to learn through the process and not be limited by the result. Children whose parents are supportive and involved in their child's school are more likely to succeed in school and go on to higher education.

Paying for Fees or Donations: Our Community School will gladly accept checks as a form of payment for a variety of things, including, but not limited to: lunch program payments, purchase of t-shirts, hats, fundraising items, donations, before/after school care payments from previous school years, field trip donations, etc. If for some reason your check does not clear your bank, it is expected that you will pay for the original amount of the check as well as any bank fees that we incur due to the fact that the payment did not clear. We appreciate your understanding and cooperation with this policy. OCS also accepts cash and credit cards. OCS office staff should always give you a receipt for the amount you are paying in cash, check or credit card.

Parent Volunteer Policy

OCS is a special place. As the name of our school implies, we are a community, one that supports each other and comes together for a common cause: our children's education. It takes the input and energy of every family to make our school the unique and successful environment it is. Our volunteer policy is created in the spirit that everyone has something to contribute and everyone's contribution makes our school a better place. We also want to make sure that a minority of people is not left doing the majority of volunteer work needed at the school, especially in the face of trying to preserve our programs in the face of massive state budget cuts. For those reasons, we want to put some guidelines in place.

Every family at Our Community School is strongly encouraged to volunteer at OCS. A lot of parents enjoy spending time on field trips. It's a great way to get to know the other students in your child's classroom, or for the class by taking some work home. You are also able to volunteer in other classes, not just your child's class. Most classes have several field trips a year. See section above in handbook on Field Trips for volunteer details. There are also opportunities to volunteer in the classroom or on the playground.

At least twice a year, OCS has gardening days on weekends that are important to our school's appearance and the quality of our kids' experience. OCS has many annual special events for fundraising and community building, such as the KIDS Dash and Spring Faire. The OCS Board, the school itself and the Panda Partners have other important committees that support short-term and long-term planning and working on these committees is a great way to get involved. Everyone can bring their many unique talents to our school.

We look forward to your ideas and enthusiasm and to seeing you around the school and at OCS events.

School-Home Communication

Home-school communication is essential to our partnership in the education of your child. There are many ways that information about the school is distributed at OCS:

- Parent Handbook
- The weekly electronic newsletter
- Emails
- The OCS Facebook page
- The OCS Website
- ParentSquare app communication with the school or teachers

- Teacher letters will be sent home regularly
- Openness of Administration to meet with parents
- Mandatory Parent meetings during the year
- Board and committee meetings

We are committed to fostering in our children conflict resolution skills, problem solving skills, a sense of empowerment, empathy for others, creativity, service to others, personal responsibility, and respect for diversity. Additionally, we are committed to developing active, informed and ethical members of a democratic society.

With that said, Our Community is larger than that of our children; it includes all of us, parents, teachers, administrators and board members. We all have to take individual responsibility to be informed, ethical, empowered and active members of this community.

Please take the time to read the information sent home and participate in the meetings offered. The strength of our community lies with each of us individually. If you feel you are not receiving the information you need or have an idea of how it can be made better, please contact the office.

The OCS Weekly Electronic Newsletter: Every week, OCS will email to you the OCS electronic newsletter to the email you have provided the office. The newsletter includes information about the school, upcoming events, messages from the Administration and the Panda Partners Group. If you are unable to open this emailed document, please contact the office to update your email address as soon as possible; extra copies are available in the school office and most of the same information will be available online at www.ourcommunityschool.org. Parents are responsible to read the OCS weekly electronic newsletter every week!

Parent Class Visits

We welcome parents who wish to spend time at the school. YOU MUST CHECK IN AT THE OFFICE FIRST AND GET A NAME TAG SO WE CAN KNOW WHO IS ON OUR CAMPUS. Please enter campus off of the entrance on Jumilla Avenue and come to the office to sign in. Thank you.

Room Parents

Each class/grade has two or three room parents who help to support the teachers and the class throughout the year. Being a room parent is an important and special way to be connected with your child's class. Room parents may support classes in some of the following ways: help to find special supplies for class projects, organize snack donations for the class, help take care of the class pet on vacations, take regular photos of class activities for the yearbook, assist other parents who have questions about school policies or events, be an advocate for the school and class in the community, and volunteer in the class regularly. Room parents should meet with the teacher a few times a year to communicate about the classroom needs and how the room parents will share the responsibilities. Please contact the Principal if you are interested in being a room parent.

Class Volunteers

Parents are encouraged to volunteer in classrooms after a brief period of transition at the beginning of the school year. Speak to your child's teacher about when this transition has taken place. We expect all parent volunteers will communicate with the teacher if they have any concerns and not share information about how various students are doing in class with other parents. Parents must find childcare arrangements for younger siblings, so the students will have your full attention and so that the

class will not be disrupted by a young child's natural behavior. We expect that our students will treat all parent volunteers with respect and courtesy. Teachers will help parents if necessary to establish a calm attentive atmosphere. If a parent volunteer notices a classroom problem that is a safety issue, we strongly encourage the parent to act to protect the safety of all the children and then to get assistance from a classroom teacher.

Family and Student Led Conferences

Our school holds family conferences in the fall and student led conferences in the spring. Teachers meet with the parents and student during Family Conferences to establish a collaborative team for student success and support both personal and academic goals for the year. During Student Led Conferences in the spring, each student is supported to take responsibility to lead his/her own classroom conference with his/her parent/guardian. It is so important for parents to attend these conferences.

SST Meetings

Student Success Team meetings are held to support students who are experiencing academic, social or challenging behavior at school. Parents, teachers, administration and the students meet together to brainstorm strategies to help support the student. Parents or teachers may request an SST whenever they feel it would be helpful for the student.

Setting up Additional Meetings with Teachers or Administrators

Parent/Teacher conferences can be scheduled at any time during the school year at the request of either the parent or the teacher. If you have a concern about your child or their classroom, OCS strongly encourages you to communicate with your classroom teacher first. Further meetings with administration present can be set up after this initial meeting if necessary. If you have an issue that arises or questions you need answered, if the event was a classroom matter, we recommend that you first ask for a meeting with your child's teacher. If after that discussion you are not satisfied and have further need for communication with the school, you are welcome to contact the administration for further communication and clarification. We value a strong home-school connection because we feel it best serves your child; we hope you find us accessible and responsive to your concerns.

Student Progress Report Cards

Progress Reports are issued twice a year. Unlike many school report cards, we favor a report that includes more comprehensive information about your child. Teachers explain the class goals for each content area, which is available on the school website. Then, teachers report on your student's progress in understanding the material. Any questions you have after receiving the report should be raised with your child's classroom teacher. Administration is available also to answer concerns you may have. The students and their families will be able to view their grades online through the Aeries Parent Portal.

Assessments

OCS administers Assessments in K-8 to track student learning of the state standards in math and language arts. Individual reports on your student's progress in this assessment will be disseminated by your child's teacher.

Classroom and School Volunteer, Visitation, and Removal Policy

While Our Community School (“OCS”) encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, OCS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, OCS has established the following procedures, to facilitate volunteering and visitations during regular school days:

Definitions

- A “*visitor*” is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.
- A “*volunteer*” is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be
2. (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee. A volunteer shall also have on file with OCS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the OCS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils. Volunteering must be arranged with the classroom teacher and/or Executive Director or designee in advance.
3. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom Norms also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
4. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
6. This Policy does not authorize OCS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation

issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and/or Executive Director or designee in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register in the Help Counter registration system and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. OCS complies with all applicable health and safety guidelines and orders issued by federal, state, or local governments or health departments. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or required by the State or County Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and adhere to physical distancing protocols. OCS reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.
4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. OCS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by OCS, consistent with the law. The OCS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises. Except for unusual circumstances, approved by the Executive Director, OCS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per trimester. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and/or Executive Director's written permission.
5. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Help Counter registration system in the main office.
6. The Executive Director, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
7. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds.
8. The Executive Director may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities.

9. Any visitor who is directed to leave by the Executive Director or designee will not be permitted to return to the OCS campus for at least seven (7) calendar days. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
10. The Executive Director or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt OCS's orderly operation. Consent may be reinstated at the discretion of the Executive Director prior to the expiration of the fourteen (14) calendar day timeline, whenever the Executive Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Executive Director shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.
11. The Executive Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.
12. This Policy does not authorize OCS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a misdemeanor which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or any extracurricular activity or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to OCS's pursuit of a restraining order against a visitor, which, if granted, would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

CHAPTER 8: FUNDRAISING AT OUR COMMUNITY SCHOOL

Why Do We Fundraise?

Sometimes it is confusing to think about why we have to fundraise. We are a public school, right? Doesn't the government pay for everything we need? The simple answer is no. Fundraising for schools has become a fact of life at this time, and we strive to make the OCS fundraising experience fun, positive and as stress free as possible. Fundraising supports all of the programs we value at OCS including music, art, PE, and technology instruction.

Fundraising Strategy: Our Community School incorporates a variety of creative fundraising efforts to maintain and improve our school. In all of our fundraising, it is the Mission Statement of OCS that drives

our intentions and guides our actions. Our fundraising efforts include:

- Annual Giving Campaign: Our Annual Giving Campaign in the fall goes to the school's general fund. This fundraiser provides crucial support for Our Community School by supplementing our budget to ensure we maintain all of our school programming. Proceeds raised through this campaign directly benefit children attending Our Community School. Our foundation for raising the funds we need is solid but we are continually working to build on our success. Participation by all members of our community is crucial. Our goal is 100% participation! Please visit our website for more information.
- Fundraising Events: Our parent-organized fundraising events are fun, community-oriented events. Our events include our annual Kids Dash, Talent Show, and Spring Faire. Each of our fundraisers is vital in supporting our programs and activities on campus, but we also strive to organize fundraising events so that all families will feel included and comfortable. Fundraising events will always include lower-cost options for tickets and programs.
- Grants and Partnerships: OCS has made connections in the community and has received several grants since 2005. We continue to look for ways to grow relationships with individuals and companies outside of the OCS community.
- Fundraisers and Donations: Whereas many of our fundraisers are held annually, OCS also accepts donations (online, by mail or in person) year-round to help provide the financial stability we strive for so that we may continue to offer our special programs and enrichment activities on a regular basis.
- Sponsorships: We also focus on our sponsorship efforts for our school, its programs and our fundraising events. If you own a business or know someone who does and would be interested in sponsoring one of our programs or events, contact development@ourcommunityschool.org.
- Employee Matching Programs: Do you work for a corporation or large business? Most likely they have an employee matching program that you can take advantage of where every time you donate, your employer will match those funds. It's simple and gets your employer involved in helping to improve your child's education. Contact the OCS administration at administration@ourcommunityschool.org.

It is the goal of OCS to work together as a community (parents, families, faculty, staff and the local community) to make each of our fundraising efforts a success, so we are able to continue to offer our children the best education possible. For more information, visit our website and click "Support".

CHAPTER 9: OUR COMMUNITY SCHOOL EVENTS AND TRADITIONS

The school seeks ways to maximize possibilities of strengthening our community with children and adults alike. Continuity is important in children's lives; the ties that bind them from one group to another and from one year to another at OCS give them a sense of ownership and belonging. We believe that these traditions, routines, and consistent expectations also contribute greatly to parents feeling that same sense of belonging. To support, enrich, and expand our community over the years, we have established several ongoing traditions and events. Please help us to continue and improve them!

Buddy Classes

Each year we assign classes to be Buddy classes with each other. The purpose of this is to allow for younger and older students to get to know one another and develop a positive relationship. Teachers are expected to arrange periodic activities for buddy classes to do together. Typical buddy class activities have included: buddy reading time, joint P.E. games, a joint trip to the Chatsworth library. Some classes have also planned larger joint projects around fieldtrips that would be relevant for both classes' curriculum or projects in which the different age students could both participate in.

Student Senate

Student Senate is a year long elective at the middle school and also incorporates students from all classes to meet once a month. Students from the eighth grade are the officers and determine the agenda and run the meetings. They also announce senate decisions to the school community. The student senate determines school spirit days, discusses and develops rules for school wide issues (handball court rules, bathroom monitors) and may make policy or scheduling recommendations to the administration (such as the lunch schedule). These items become student senate business as they are raised by students. Teachers guide their students to bring issues to the student senate as needed.

Back to School Meet and Greet

Near the first day of school, we hold an event which gives students and families an opportunity to meet and greet their teachers. It is fun for our entire school community. Students and parents are able to get reacquainted with friends after a summer apart. This is an opportunity for teachers to get better acquainted with students and their parents and to begin forging the bond between home and school. The atmosphere is casual.

Parent Orientation Meeting

This event is held before the first full day of school. It is a chance for parents to meet with the school administration to review important school policies.

KIDS Dash

Started by one of our beloved OCS parents, this is an annual fundraising event held in the fall during the school day. The students collect pledges for the number of laps they will run. Teachers are encouraged to discuss/encourage the KIDS Dash in their class, help the students practice running before the dash, bring the students out to cheer on their Buddy class and remind students to bring in their donations.

Talent Show

This is a family get together and fundraiser. It is a parent organized event. Students with a wide range of

talents perform. There is not an audition based on talent, but each “act” must audition to show they have something planned and rehearsed to perform. Employees are encouraged to attend and/or present their own “act.”

6th-8th Grade Dance

The parents organize a Friendship dance for the 6-8th grade during the Spring. This dance is held on a weekend and includes snacks and music. Teachers are encouraged to attend as chaperones. Students are not allowed to leave the location site or go in and out during the event. This is a time for the students to dance and have fun together as a group, rather than a time to express intimate affection, such as kissing or slow dancing. The music selected will emphasize group dances such as the limbo and the Electric Slide.

Spring Faire

Spring Faire is a fun-filled day for kids with game booths, a water slides, and tasty treats. Parents enjoy music from parent bands, performances from OCS students (and sometimes staff) and a chance to make new friends and meet up with old in a relaxed family-friendly atmosphere. Teachers are encouraged to offer a fun activity with them for 2 or more students to be raffled off at the event (mini golf, movies, a special lunch at OCS etc.). These items can be on or off campus. Classes are asked to provide one piece of artwork for each student to be displayed at the art gallery.

Assemblies

See Chapter 4: Your Child’s Day. The Assembly Schedule can be found in the school calendar on our school website.

End of Year Celebration

On the last day of school, all families gather together to celebrate the completion of another year in the life of OCS in the End of Year Celebration. There is a school wide assembly where all classes share some of their memories from the year, and the community joins together in singing. Potluck lunches may be held in the classrooms if planned with the teacher beforehand.

Holidays and Birthdays

In general, our approach to celebrations is low-key, and relaxed, and for this reason we all enjoy them more. The simplest activities become very stimulating for kids when enjoyed with a group of friends, so we don't go beyond very basic observances of special occasions, holidays, and birthdays at OCS. One of our favorite ways to celebrate is an appreciation circle. In this way a student can be honored and celebrated by each student in the class and the teacher and family members if they attend, can tell the student about what makes them special and appreciated.

We ask parents not to send to school any party favors for special occasion observances, including birthdays, unless you have previously made arrangements with your child’s teacher. Refreshments, birthday cakes or other sugary treats are not allowed and should be returned to the family unopened. Birthday gifts or party favors are not allowed at school. (See the “Wellness Policy” for further details.)

Invitations

Gifts, party invitations, greeting cards, and Valentines must be sent by mail rather than brought to school for distribution, unless all class members are invited. We strongly recommend that parents either invite a

very small number of class friends (3 to 4) or the entire class. Children of all ages are sensitive to feeling excluded. We actively discourage talk of birthday parties among the children unless everyone in the class is invited.

School Tours

School tours are scheduled and run by the Executive Director and/or Principal. The exact schedule is included in the School Calendar and is on the website. The 90-minute tour consists of a presentation by the administrator, a site tour, and observation of many classrooms. Please encourage families you know who may be interested enrolling at OCS to attend a school tour.

Pupil Free Days

Pupil-free days are days off for students only. Faculty members participate in program development, workshops, meetings, visits to other programs, work on the school site and work in their classrooms on these days. We do not offer an after care program for students on Pupil Free days.

CHAPTER 10: LOTTERY AND ENROLLMENT POLICIES

Student Enrollment and Public Random Drawing/Lottery Policies and Procedures

Overview

This Policy shall apply to Our Community School (“OCS” or the “Charter School”). This Policy shall be published in the instructions for student application for admission and on the Charter School’s website at <http://ourcommunityschool.org/>.

All students who wish to attend the Charter School shall be admitted, subject to OCS’s capacity. If there are more applications than the Charter School has capacity, enrollment, except for pupils currently enrolled in OCS, shall be determined by public random drawing (or “lottery”), conducted in accordance with the procedures described below.

The lottery is held in the Spring each year. Information about the date, time and location of the lottery will be posted on the Charter School’s website, at the school site, included in public notices, newsletters and/or flyers posted in the community, and will be available by calling the Charter School information number that will be included on all student admissions/lottery materials.

OCS strongly encourages all potential applicants to review the charter and the Parent Handbook (available on the Charter School’s website), and published information regarding OCS, prior to submitting an application for admission.

Assurances

In addition to any other requirement imposed under law, the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

The Charter School's Board of Directors shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in OCS's charter, which is designed to recruit a broad, diverse representation of students, are conducted in accordance with the charter.

A. Application for Admission

1. Submission of an application for admission is not a guarantee of admission to OCS; the application is an entry into OCS's lottery. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered into OCS's lottery.
2. There is no fee to apply to or attend OCS.
3. All applicants must complete an application for admission. Applications are available online and must be completed and submitted Lotterease web page at [OurCommunitySchoolLotterease](#). Applications for admission for each academic year are valid solely for that academic year. Any offers of admission to OCS or waitlist positions from one academic year shall not carry over to any other academic years. Any applicant who was not offered admission in one academic year, and who wishes to reapply to OCS in the future, must submit a new application for the new academic year by the posted open enrollment deadline.
4. Applications for admission via lottery must be completed and submitted on the Lotterease web page with a time/date stamp no later than the specified deadline date of the same academic year of enrollment. The open enrollment deadline will be posted on the Charter School's website and also indicated on all admissions applications. If a parent/guardian is unable to access the Lotterease web page, OCS will provide use of a computer with internet connection for families to access the online application.
5. Once an application is completed and submitted, it becomes an entry for the lottery. Applicants will receive a confirmation email from Lotterease that confirms the application has been submitted.
6. Applications submitted after the specified deadline date will not be placed in the lottery but are time-stamped and will be added to the waiting list in the chronological order received by OCS, with no admissions preference taken into account.

B. Admissions Selection Process and Public Random Drawing/Lottery

1. Each year, the Board of Directors, acting on recommendations from OCS Principal (or designee), will approve a plan for school growth for the upcoming academic year, which shall include the capacity per grade level, and in accordance with the charter.
2. If at the end of the open enrollment period, the Charter School receives more applications than it has the capacity as determined by the Board of Directors, except for existing students of OCS, admission shall be determined by a public random drawing in accordance with Education Code Section 47605(d)(2).
3. **Lottery Date and Time:** The lottery shall be held within two weeks of the application deadline. Public notice of the lottery will be posted at the school site and on OCS's website, regarding the date, time, and location of the lottery.
4. **Lottery Location:** The lottery will be held in a predesignated room at OCS Charter School, 10045 Jumilla

Avenue, Chatsworth, CA 91311. If necessary, the location of the lottery will be arranged to ensure maximum parent participation in a public space large enough to safely accommodate all interested families.

5. As specified in OCS's charter, **preference and exemptions from the lottery** will be given in the following order:
 - a. Siblings of admitted or enrolled students
 - b. Children of Founding Parents (defined on page 4, #9), teachers, and staff (up to 10% of total enrollment, combined)
 - c. Los Angeles Unified School District (the "District") residents
 - d. Students eligible for free or reduced price meals ("FRPM")
 - e. All other applicants
6. If a student is extended an offer of admission due to one of the preferences, the Charter School shall require **supporting documentation** from the parent/guardian with the student's enrollment package. OCS shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered admission via a preference and at least one preference cannot be verified and OCS deems that the student does not qualify, the offer of admission will be rescinded and the student will be placed at the bottom of the waiting list.
7. **Currently, enrolled students** are exempt from the lottery and are guaranteed enrollment in the next academic year if the re-enrollment letter is completed.
8. **Siblings** of admitted or enrolled students are exempt from the random public drawing, but admission is not guaranteed. For purposes of this policy, the term "sibling" is defined as a child who has at least one biological or adoptive parent in common with the admitted pupil, or who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of the admitted pupil. Step-siblings and cousins are only considered siblings if they reside at the same address as the sibling who is a current student. If more siblings apply than the Charter School has the capacity (after taking into account admission of existing students), a lottery among only siblings will be utilized to admit siblings, and a waiting list will be generated for siblings who exceed capacity. If needed, this waitlist will be utilized as the beginning of the overall admissions waitlist. Siblings of admitted Charter School students must submit an application for enrollment in accordance with OCS's policy. Applicants must indicate on their application if they have a sibling currently enrolled at OCS.
9. **Children of Founding Parents, teachers, and staff** are exempt from the random public drawing (up to 10% of total enrollment, combined), but admission is not guaranteed. [Founding Parents are parents with at least one student enrolled at OCS in the inaugural school year, 2005-2006 for the entire school year. If more children of Founding Parents, teachers, and staff apply than the Charter School has capacity (after taking into account admission of existing students and siblings of admitted students), a lottery among only children of Founding Parents, teachers, and staff will be utilized to admit children of Founding Parents, teachers, and staff, combined and a waiting list will be generated for children of Founding Parents, teachers, and staff who exceed capacity. If needed, this waitlist will be utilized as the beginning of the overall admissions wait list, but it would follow a waitlist generated from students qualifying for higher exemption categories if any. Children of Founding Parents, teachers, and staff must submit an application for enrollment in accordance with OCS's policy. Applicants must indicate on their application that they

qualify for the children of Founding Parents, teachers, and staff exemption.

10. **District residents** will be given preference in the admissions process if a lottery is held. If offered admission, applicants indicating that they live within the District's boundaries will need to present an official document in the student's enrollment package to verify proof of residency. Acceptable proof of residency will include any one of the following¹:

- a. Utility bill (current bill within 30 days)
- b. Homeowner's or renter's insurance policy
- c. Lease agreement
- d. Current property tax bill from the County Tax Collector's Office
- e. Official letter or form from a social services or government agency (current within 30 days)

11. **Students eligible for FRPM** will be given preference in the admissions process if a lottery is held. If offered admission, applicants indicating that they are eligible for FRPM will need to present an official document in the student's enrollment package to verify proof of eligibility.

12. **All other applicants** will not receive a preference in the lottery.

13. **Lottery Procedures:** The grade-level lotteries will be operated by at least two currently employed Charter School staff members with no personal interest in the lottery. The lottery will be open to the public and families will be encouraged to attend; however, families are not required to be present at the time of the drawing to be eligible for admission.

Option 1

OCS will purchase specially-designed charter school lottery software or contract with a company providing a student enrollment platform to run the admissions lottery. The Charter School will input all lottery information into the system; the program will automatically assign applicable weightings to applicants based on the applicant's submitted application; the software program will generate the admission and waitlists. The program will be run at a time convenient for a majority of interested parties and will be open to the public. The results will be posted in real time at the Charter School. The results will be read out by the lottery officials and posted on a board or projection screen so that the public has an opportunity to view the results. The results of the software program will be auditable.

Option 2

The assigned number of each prospective student will be put on poker chips that are of equal size, shape, and weight. Each applicant will be designated one chip. For each qualified admission preference from section 5B G-F, the applicant will be designated an additional chip for each preference. All chips will be placed into a container or lottery device and lottery chips will be mixed.

¹ Proof of residency not required for homeless youth.

The persons leading the lottery will draw the chips one at a time and read the number on the chip. As each chip is pulled it will be posted in the order it was chosen. Numbers will be given a numerical ranking based on the order they were drawn.

The drawing will continue until all chips have been drawn and all numbers have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double checked by the lottery officials.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Grade-level lotteries will be conducted in ascending order beginning with the lowest applicable grade level.

During the lottery, once maximum admission is reached, the remaining numbers will continue to be drawn and will be placed on a **waiting list** in the order drawn. If vacancies occur during the school year, the vacancies may be filled according to the waiting list. Once all admission slots have been filled, remaining students will be added to the waitlist in the order in which they were randomly drawn, which takes into account their admissions preference, if any. Records will be kept on file at the Charter School documenting the fair execution of the lottery for at least one school year. The top five spots on the waiting list will be reserved at all times for foster youth (whether they applied prior to or after the open enrollment deadline). If space opens at a time when no foster youth are on the waiting list, the student at the top of the waiting list will be offered admission.

Individual results from the lottery will also be available for families upon logging into their Lotterease accounts. Follow-up phone calls or emails will be made to those applicants who will be offered an enrollment spot as the spot becomes available.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested by the parent/guardian to be removed. The waiting list shall be cleared at the end of the academic year for which the lottery was drawn and shall not carry over from one year to the next; students who remain on the waiting list at the end of the academic year will be required to submit an application again for the next school year.

C. Admissions Offers and Acceptance of Offers/Enrollment

1. Following acceptance through the lottery, families who are offered admission at OCS at the time of the lottery will have fourteen (14) calendar days to complete the following:
 - a. Registration Packet: All forms in the Registration Packet must be completed to gain enrollment at OCS. Each packet will include a "Registration Check List" to assist parents/guardians in ensuring that all necessary paperwork is accounted for and submitted to the Charter School. All paperwork and documentation, as indicated in the packet must be returned per OCS's instructions.
2. Enrollment offers are valid only for the applied for academic year. There is no option to defer an offer for the enrollment. No added preference in the future will be given to an applicant who is offered a slot and declines that slot. However, applicants who remain eligible for admissions preference, as defined above, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year. Similarly, applicants who were waitlisted and who remain eligible

for preference, as defined above, may still receive such preference if they reapply for a future academic year.

3. If slots become available because an accepted student declines acceptance or a student leaves the Charter School after the start of the academic year, or as spots become available, OCS staff may notify families on the waiting list via telephone and/or email (as stated in the student's application for admission) in the order they appear on the waiting list. Families shall have 48 hours to accept the enrollment slot (via telephone or email to the Charter School) and proceed with the enrollment process. Applicants must complete a registration packet with all required documentation and by the deadline given by the Charter School to confirm enrollment. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in OCS.

Issues Not Covered Under this Policy

In the case that the procedures herein do not cover a situation that arises during the admissions and enrollment process, the Executive Director or designee will take any additional steps necessary to execute the admissions and enrollment process.

CHAPTER 11: CONFLICT RESOLUTION POLICY AND PROCESS

Internal Complaint Policy

The intent of this Internal Complaint Policy is to provide a path to resolution of less serious conflicts. This policy is applicable to all stakeholders at Our Community School.

However, if you feel that your complaint is related to the following:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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 Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

Then refer to the Uniform Complaint policy for the procedures in filing such a claim as outlined above. For other conflict resolutions please follow the process that is outlined below.

Suggestions for improving OCS are always welcome. Your good-faith complaints, questions, and suggestions also are of value to OCS.

- If possible, it is suggested that you attempt to speak directly to person with whom you have a complaint. However, if you feel that this is not possible or safe please go to the person's immediate supervisor as defined in attached flow chart. In the event that the complaint has to do with the conduct of a parent or volunteer and you are unable to work it out directly with the parent or volunteer, please follow the steps to file your complaint with the administration.
- Within a week of the occurrence, bring the situation to the attention of your immediate supervisor or appropriate person as per attached flow chart, who will then investigate and provide a solution or explanation;
- If the problem persists, you may describe it in writing (see attached Complaint Form) and present it to the Principal who will investigate and provide a solution or explanation. We encourage you to bring the matter to the Principal as soon as possible after you believe that your immediate supervisor has failed to resolve it; and,
- If the problem is not resolved, you may present the problem in writing to the Board of Directors of OCS, who will attempt to reach a final resolution. If you need assistance with the written complaint, contact the Principal for help.

This procedure, which we believe is important for both you and OCS, cannot guarantee that every problem will be resolved to your satisfaction. However, OCS values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees, Parents or Volunteers

OCS requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. OCS further asks its parent and volunteer community to observe high standards of business and personal ethics in their conduct and interactions with school employees.

Whether members of the OCS community, volunteers or employees of OCS, we encourage everyone to practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. It is the responsibility of all employees, volunteers and parents to comply with school policies noted in the Employee Handbook or the Parent/Student Handbook, whichever is applicable and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 48 hours of receipt of a written complaint, the Principal or designee shall acknowledge having received a complaint.
2. Within 10 working days of the receipt of the written complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
3. In the event that the Principal (or designee) finds that a complaint against an employee, volunteer or parent is valid, the Principal (or designee) may take appropriate disciplinary action against the employee, volunteer or parent. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees, volunteer or parent as to their conduct without initiating formal disciplinary measures.
4. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed in writing to the Board of Directors of the Charter School within 10 business days. The decision of the Board of Directors shall be final.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present:

Have you addressed this problem with the person with whom you have the complaint? Why or why not?

Where did the incident(s) occur?

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

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

Date:

Signature of Complainant _____

Print Name _____

To be Completed by Our Community School:

Date: _____

Received by: _____

Uniform Complaint Policies and Procedures

Our Community School (the “Charter School” or “OCS”) complies with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope:

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group including discrimination on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender, gender expression, gender identity, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 OCS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) and 244(a).
2. Complaints alleging a violation of state or federal law and regulations governing the following programs including but not limited to:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education Programs;
 - Career Technical and Technical Education and Training Programs;
 - Child Care and Development Programs;
 - Migrant Child Education Programs;
 - Consolidated Categorical Aid Programs;
 - Every Student Succeeds Act;
 - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.
3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by OCS that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents

or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil 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. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - ii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or OCS and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") or Sections 47606.5 and 47607.3 of the Education Code, as applicable. If OCS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
 6. Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter

School shall provide a remedy to the affected pupil.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153

The Charter School acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible as permitted by law] the confidentiality of the parties including but not limited to the identity of the complainant and maintains and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Information regarding the Uniform Complaint Policy and Procedures, including to whom complaints may be sent, is available on the school's website, complaint forms, and brochure. A copy of this policy shall be available free of charge. Complainants are encouraged, where possible, to try to resolve complaints directly at the school or work site.

Compliance Officers:

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Carey Bartlow
Executive Director
Our Community School
carey.b@ourcommunityschool.org
818-350-5000 x.235

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the -Chair or Co-Chair of the Charter School Governing Board:

Judy Kogan
Chair of the OCS Board of Directors
10045 Jumilla Ave
Chatsworth, CA 91311
Phone: 818-350-5000

Notifications:

The Principal or designee shall annually provide written notification of the Charter School's UCP to students, employees, parents and/or guardians, advisory committees, private school officials or representatives, and other interested parties, as applicable. The annual notice of this Policy may be made available on OCS's website.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Principal or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that OCS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that OCS is operating pursuant to Title 22 licensing requirements
- (c) A statement that OCS is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs

the complainant.

- (g) A statement that the complainant has a right to appeal OCS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of OCS's Decision, except if OCS has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals OCS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if OCS finds merit in a UCP complaint, or the CDE finds merit in an appeal, OCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (k) A statement that copies of OCS's UCP shall be available free of charge.

Procedures:

The following procedures shall be used to address all complaints which allege that OCS has violated federal or state laws or regulations enumerated in the "Scope" section above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this policy.

A complaint of unlawful discrimination, harassment, intimidation, or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director

or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the OCS Board of Directors approved the LCAP or the annual update was adopted by OCS. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, LCAP or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or the complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

OCS shall issue an investigation report (the "decision") based on the evidence. OCS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of OCS's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. OCS's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether OCS is in compliance with the relevant law.
3. Corrective actions, if OCS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) days to the CDE, except when OCS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

For unlawful discrimination, harassment, intimidation, or bullying complaints arising under federal law, such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education:

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:

1. OCS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, OCS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in OCS's Decision are not supported by substantial evidence.
4. The legal conclusion in OCS's Decision is inconsistent with the law.

5. In a case in which OCS's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

The appeal may be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814
Telephone: (916) 319-0800

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Principal or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint. A copy of the Charter School's complaint procedures.
5. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to OCS for resolution as a new complaint. If the CDE notifies OCS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, OCS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, and Section 4650 exists, including but not limited to cases in which through no fault of the complainant the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by OCS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action

is necessary.

Civil Law Remedies:

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her/their right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Child Care and Development Programs | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Pregnant, Parenting, or Lactating Students |
| <input type="checkbox"/> Local Control Funding Formula/Local Control and Accountability Plans/SPSA | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Migrant Child Education Program | <input type="checkbox"/> State Preschool Programs |
| <input type="checkbox"/> Adult Education Programs | <input type="checkbox"/> Regional Occupational Centers and Programs | |
| <input type="checkbox"/> Career Technical and Technical Education and Training | | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Based on association with a person or group with one or more of these |
| <input type="checkbox"/> Disability (Mental or Physical) | | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> National Origin | actual or perceived characteristics |
| <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written document that may be relevant or supportive of your complaint.

I have attached supporting documents.

Signature: _____

Date: _____

Mail complaint and any relevant documents to:

Carey Bartlow

Our Community School Executive Director

10045 Jumilla Avenue

Chatsworth, CA 91311

Phone: (818) 350-5000

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Our Community School (“OCS”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

OCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁵ OCS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in OCS’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom OCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the OCS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by OCS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by OCS to provide an aid, benefit, or service under OCS’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from OCS’s education program or

⁵ OCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access OCS's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within OCS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in OCS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through OCS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in OCS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) OCS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in OCS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to OCS that objectively can be understood as a request for OCS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of OCS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom OCS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated OCS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to OCS's education program or activity, including measures that are designed to protect the safety of the parties or OCS's educational environment; or (2) provide support during OCS's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of OCS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Beth Wolfbauer
Assistant Executive Director
Our Community School
beth.w@ourcommunityschool.org
818-350-5000 x.235

The Coordinator is responsible for coordinating OCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure OCS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. OCS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

OCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

OCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes OCS from requiring an employee or other person authorized by OCS to provide aid, benefit, or service under OCS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at OCS, if any, can be found on the OCS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and

- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether OCS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents OCS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within OCS's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as

appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or OCS's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Carey Bartlow, Executive Director, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of OCS's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under OCS's Title IX grievance procedures, OCS may offer an informal resolution process to the parties. OCS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by OCS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. OCS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

OCS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in OCS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

OCS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

OCS will treat complainants and respondents equitably. OCS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

OCS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

OCS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

OCS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

OCS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, OCS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

OCS may dismiss a complaint if:

- OCS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in OCS's education program or activity and is not employed by OCS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and OCS determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- OCS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, OCS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable OCS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and

the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- OCS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to OCS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if OCS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

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

OCS may remove a respondent from OCS's education program or activity on an emergency basis, in accordance with OCS's policies, provided that OCS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. OCS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by OCS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless OCS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

OCS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find OCS's determination unsatisfactory, the party may, within five (5) business days of notice of OCS's determination, submit a written appeal to the Co-Chairs of the OCS Board, one of whom will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from OCS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by OCS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within OCS's education program or activity.

No party, witness, or other person participating in OCS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on OCS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

OCS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the OCS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to OCS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of OCS's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide OCS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any OCS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student

who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing OCS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

OCS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions OCS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. OCS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize OCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by OCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Our Community School Parent Compact

Approved annually by the OCS School Site Council.

Our Community School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2024-2025.

Our Community School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Constructivism: People learn through connecting new ideas to prior experiences. Each lesson is an opportunity to construct new meaning. We support this process by offering students the chance to explain, discuss, and integrate new concepts and ideas. The environment children work in should allow them the opportunity to build on prior knowledge and offer a sense of autonomy and ownership regarding their education.
- Intrinsic Motivation: We trust that children have an innate curiosity and desire to learn. Therefore, we provide them with the opportunity to take responsibility for their own education. Asking children what their thoughts and opinions are regarding units of study empowers them and motivates them to strive for higher goal achievement.
- Integrated Humanities Core Curriculum: Our goal is to prepare our students for active, rewarding membership in our community and our democratic way of life. Students learn about people and cultures, immersed in democratic practices, participate in conflict-resolution, self-reflection and whole-class discussions.
- Hold parent-teacher-student conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - o The Parents, Teachers and Students will meet formally for conferences twice per school year at Our Community School.
 - o The first conference will be held as a "Family Conference" in October. This conference is a 20-30 minute block of time in which the Parents, Students, and Teachers will all come together, review progress to date, identify student strengths, and establish goals for the year.
 - o The second conference will happen in the Spring. The conference will be a Student-Led conference in which the student and the parent will come together for approximately an hour. The Student will have the opportunity to showcase his/her/their class work (explain concepts in all content areas and review classroom portfolios). The teacher will be present to guide families through the process as needed and will arrange the classroom environment so that the meeting will run smoothly and efficiently.
 - o Parents can request additional Parent-teacher meetings as needed; these can be conducted with or without the student.
 - o Translators can be provided for Spanish speakers with 24 hours' notice by a bilingual school employee. The school will make an effort to provide translators for other languages as requested, but does not have employees that are bilingual in languages other than Spanish at this time.
- Provide parents with frequent reports on their children's progress:
 - o Parents will receive three formal written progress reports each school year. The reports will address each student's current achievement in each content area with grade-level markings

- o as well as with detailed written comment for each section.
 - o Students with IEP's will receive progress reports on their goal achievement three times per year.
 - o In-house Trimester Assessments will be taken by students 3 times per school year in TK-8. Results from these assessments will be mailed home within 3 weeks of students taking the assessments.
 - o Grades for 6-8th grade students are posted online on a website called Illuminate and are accessible to parents and students through a web portal.
- Provide parents reasonable access to staff
 - o All teachers are on campus by 8:00am and remain on campus until 3:45pm. This is a great time for parents to make contact with teachers on an informal basis. Teachers can also be contacted via email or school voicemail and will respond to parents within 24 hours on weekdays.
 - o Parents are always welcome to make an appointment with their child's teacher for a time that is more convenient for both the teacher and parent for issues that require more formal time.
 - o The Administrators at OCS have an open-door policy and welcome parents on a walk-in basis. They, too, are also available via email and voicemail and will respond to parents within a 24-hour period on weekdays. Should they be previously detained in other meetings, they will schedule a meeting time with parents so that there is uninterrupted time to hear what is going on for families.
 - o Communication is highly encouraged between families and staff at OCS!
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - o Parents are encouraged to volunteer at Our Community School and the school offers a variety of ways in which parents can get involved. Parents may come in and volunteer in the classroom, participate on fieldtrips, assist the teacher with at-home projects, participate in the Panda Partners, the parent association, become an OCS Board Member, assist in the office, become a lunch-duty assistant, coordinate and/or assist with school special events.
 - o OCS offers a variety of times in which parents can volunteer. Some of these opportunities happen during the school day, some happen after school or during the evenings, and some happen on the weekends.
 - o Parents who have new ideas as to how they could volunteer their time at the school are encouraged to bring it to the attention of the teachers and administrators.
 - o Our Community School holds an Open Door Policy that allows parents to come to the school at any time and observe their child's classroom. Parents must first sign in at the office and receive a visitor's pass.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- o Monitoring attendance.
- o Making sure that my child has an opportunity to do homework each day.
- o Volunteering time at Our Community School in support of the school and my child's education.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, as possible, on policy advisory groups, such as School Site Council, the English Learner Advisory Committee, the OCS Board, the Districtwide Policy Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.

Student Responsibilities

We, as students at Our Community School, will:

- o Share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
 - Do homework every day and ask for help when needed.
 - Read at least 20-30 minutes every day outside of school time.
 - Give our parents or the adults who are responsible for my welfare all notices and information received by me from my school every day.
 - Be positive citizens in our school community in which we will keep others both physically and emotionally safe, while expecting that others will do the same for us as well.

Additional Required School Responsibilities:

Our Community School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2,2002).

Our Community School will:

- o Help to build and develop a partnership with parents to help their children achieve the State's high academic standards.
- o Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
- o Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- o Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- o Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A program is provided to parents of students and to appropriate private school officials or representatives as required.

CHAPTER 12: ANNUAL NOTICES

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five and seven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

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.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a

concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a

communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses</p> <p>Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose</p> <p>Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 818-350-5000. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Assistant Executive Director, Beth Wolfsbauer at 818-350-5000 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Kim Montgomery at 818-350-5000.

Available in the Community:

- CalHOPE 833-317-HOPE (4673) calhope.org
- Calhopeconnect.org
- Hellobrightline.com

- Solunaapp.com

Available Nationally

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil

Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer.

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the Compliance Officer.

A copy of the UCP is included herein. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- 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.
 - 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.

The 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.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: [A certified and qualified EPA accredited inspector within LAUSD will conduct inspections every six months (May and November). At least once every three years, LAUSD will conduct a reinspection of all friable and nonfriable known or assumed ACBM in each school building that is leased, owned or otherwise used as a school. There are no current plans for abatement.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is

eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides

special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the LAUSD Special Education Local Plan Area (“SELPA”). These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Beth Wolfsbauer at 818-350-5000.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Surveys About Personal Beliefs

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event

in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

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Parent Handbook Acknowledgement

Our Community School Handbook is available in an electronic format on the school's website at <http://www.ourcommunityschool.org>. I understand that I am responsible for reading and understanding the policies and procedures listed in this handbook. Furthermore, I agree to abide by the policies set forth in the manual. I understand that if I have any questions regarding such policies and procedures, I should contact the administration for clarification. I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections in an electronic format.

If you do not have access to the internet, computers are available at Our Community School at 10045 Jumilla Ave, Chatsworth, CA 91311 or at the public library. A hard copy of this document may be provided to you upon request within 5 business days' notice.