



# Parent-Student Handbook

## 2023-2024

**Ocean Charter School**  
**Grades TK-8**  
12870 Panama Street  
Los Angeles, CA 90066  
tel: 310-827-5511  
fax: 310-827-2012

[www.oceancs.org](http://www.oceancs.org)

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## Our Vision and Mission

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multicultural, urban environment. We are committed to achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of an arts integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire, and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

Ocean Charter School addresses the Common Core Standards through mindful implementation of Waldorf Education. Our curriculum is built on a foundation of creativity and self-confidence, and grows with the child to balance imagination, critical thinking, and academic excellence. This foundation, combined with a focus on ecological and social responsibility, nurtures a sense of delight and wonder about the world, as well as respect for nature and humanity. Our goal is to graduate students who will positively shape our culture, rather than merely reflect it. Our curriculum is designed to empower each student with the knowledge that she or he matters as an individual and shapes not only their own life, but, ultimately, our shared future.

## Independent Charter School

**Ocean Charter School (OCS) is an Independent Charter School and a non-profit 501(c)3 and California Public Benefit Corporation.** Los Angeles Unified School District is the charter-granting agency for Ocean Charter School but they are not the legal arm of the school. They do not govern OCS and they are not the receiving agent for OCS parent complaints or concerns, except regarding special education as LAUSD handles all special education at OCS. As an “independent” charter school, Ocean Charter School has autonomy in designing the educational program, facilities and budget that meet the needs of our students. Ocean Charter School functions as an independent legal entity, governed by the Ocean Charter School Board of Trustees.

# Calendar and School Hours

Ocean Charter School 2023-2024 Calendar

(Revised as of 7/25/23)

AUGUST						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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31						

JANUARY						
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FEBRUARY						
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MARCH						
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31						

APRIL						
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MAY						
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JUNE						
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30						

**KEY**

<span style="color: blue;">■</span> Events	<span style="color: red;">■</span> Board Meeting 6:00pm
<span style="color: lightblue;">■</span> Early Dismissal	<span style="color: orange;">■</span> Governance Meeting 5:30pm
<span style="color: green;">■</span> Holiday	<span style="color: lightgreen;">■</span> Finance Meeting 3:30pm
<span style="color: yellow;">■</span> Student Free Day/ Professional Develop	<span style="color: purple;">■</span> DEIB Committee Meetings 3:30
<span style="color: pink;">■</span> Parent-Teacher Conf	<span style="color: magenta;">■</span> Tea with Executive Directors 4:
<span style="color: brown;">■</span> Early Dismissal	
<span style="color: tan;">■</span> State Testing	
<span style="color: lighttan;">■</span> End of Trimester/Ser	

**Testing Month - May**  
 Grades 3-8 will participate in State Smarter Balanced Assessment testing in May. Please plan your family calendars accordingly.

## OCS Community Bell Schedule 2023-2024

Transitional Kindergarten and Kindergarten			
Mon, Tue, Thu & Fri		Wednesday	
8:30	Class Begins	8:30	Class Begins
2:00	Supervised Dismissal	12:00	Supervised Dismissal
1st, 2nd, and 3rd Grade			
Mon, Tue, Thu & Fri		Wednesday	
8:00	Class begins	8:00	Class begins
2:35	Dismissal	12:10	Dismissal
4th, 5th, 6th, 7th, and 8th Grade			
Mon, Tue, Thu & Fri		Wednesday	
8:15	Class begins	8:15	Class begins
3:15	Dismissal	12:25	Dismissal

## **Board of Trustees**

The Board of Trustees has final legal and fiduciary responsibility for Ocean Charter School. It is the ultimate authority in deciding financial and policy issues, and it is responsible for ensuring that the school's practices and educational outcomes are consistent with the approved charter petition. The Board is comprised of community members and parents.

Board meetings are open to the public and are typically held on the first Thursday of every month. Meeting times and locations are posted on the school's website and bulletin board, as well as the OCS MailChimp Group. Individuals who wish to speak during open forum are limited to three minutes of speaking time. Due to public meeting laws, the Board cannot address issues raised during open forum unless they have been previously agendaized for that meeting. To request placement of an item on the agenda, contact the Board's Secretary or Chairman at least two weeks prior to the meeting. Please note that all agenda-related requests should pertain to the Board's legal, fiduciary, or governing responsibilities.

### **Board of Trustees Executive Committee**

Chairman  
Vice Chairman  
Treasurer  
Secretary

Ms. Laura Stoland  
Mr. Edward Eadon  
Ms. Tammy Stanton  
Dr. Sue Ingles, Ph.D

### **Board Members**

Mr. Josh Stokes -Trustee  
Ms. Maya Rao - Trustee  
Mr. Mark Galanty -Trustee  
Ms. Dominique Djedje -Trustee  
Ms. Jennifer Jacobus - Trustee, Parent Collective Coordinator

### **Administrative Advisors**

Ms.Megan Helms (Assistant Director)  
Ms. Kristy Mack-Fett (OCS Executive Director)

The Board also appoints an ombudsperson to assist with communication and facilitate informal dispute resolution within the school community. The ombudsperson may be contacted directly or through the Board Chairman.

## **Ombudsperson**

Ms. Deborah Fryman  
(310) 621-7410 (cell)  
dfrymanmediation@gmail.com

## **Parent Collective**

The Ocean Charter School Parent Collective (PC) is comprised of all parents. Parent Collective meetings provide a forum and support network where the community learns from each other, plans together, and gets things done. A strong collaboration is at the heart of Ocean Charter School.

The Parent Collective serves to support, educate, and organize the parent community at OCS. There are four branches – community building, festivals & celebrations, fundraising, and communication & classroom support. We will support you in finding ways to get your parent volunteer hours completed as well as hosting a variety of events.

Meeting times and locations are announced on the OCS-families MailChimp group. At PC meetings, guest speakers, staff, faculty and volunteers present Waldorf and OCS related topics. Typically, at the last meeting of the year the entire community celebrates the accomplishments of the 8th grade class, with presentations of their 8th grade projects.

**Parent Collective Coordinators**

Coordinator of Fundraising (voting Board member)	Ms. Jennifer Jacobus
Coordinator of Festivals and Celebrations	Mr. Drew Schwartz
Coordinator of Community Building	Ms. Amy Cottle
Coordinator of Communication and Classroom Support.....	Ms. Holden Munson

# Section 1: General Policies and Procedures

## Campus Access & Parking

### Campus Parking

- Parking in the underground campus garage is reserved for faculty and staff only.
- We have an agreement with the neighbors that the OCS community will not park on Panama Street
- Street parking is available on adjacent neighboring streets.
- Arriving early and parking on the street in the surrounding neighborhood will be essential if you plan to walk your child onto campus. If you prefer to drop your child off, please see drop off procedures to follow.

### Campus Access

During the school day, the Front Office door will be the only access point. Visitors during the school day must sign in at the front office and comply with current Covid-19 safety precautions.

## Student Drop Off & Pick Up

### Campus Drop-off

Campus opens and student valet drop-off begins at 7:30am in the Drop-off Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars; staff members will help students exit the vehicle. Please move as far as possible in the valet line without leaving gaps to ensure safety and timeliness for all.

If parents/caregivers are parking and walking their child to campus, be sure to review and follow the OCS Traffic agreement thoroughly and consistently.

### Campus Pick-up

***TK/Kindergarten student valet pick-up*** will begin at **2:00pm (12pm on early dismissal days)** in the Pick-up Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars; staff members will help students enter the vehicle from the sidewalk side to ensure student safety. Please place the placard with your child's name and teacher's name on your review mirror to ensure staff members radio the teacher to send the student to the valet for pick-up. Please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

***1st - 3rd grade student valet pick-up*** will begin at **2:35pm (12:10pm on early dismissal days)** in the Pick-up Zone (curb cut-out in front of the campus). Parents, guardians, and caregivers are to remain in their cars and staff members will help students enter the vehicle from the sidewalk side to



ensure student safety. Please place the placard with your child's name and teacher's name on your review mirror to ensure staff members radio the teacher to send the student to the valet for pick-up. Please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

**4th grade student valet pick-up** will begin at **3:15pm (12:25pm on early dismissal days)** at our designated secondary pick-up Zone on Little Culver. Parents, guardians, and caregivers are to remain in their cars and students enter the vehicle from the sidewalk to ensure student safety.

**5th - 8th grade student pick-up** begins at **3:15pm (12:25pm on early dismissal days)**. Many sixth, seventh, and eighth grade students are not picked up in the valet because they walk, ride bikes, or meet their parents at Alla Park, although they may use the valet pick-up. Students will be dismissed at dismissal time and released to meet their parents/guardians at their predetermined meeting location. If you do use the valet, please move as far as possible in the valet line without leaving gaps to ensure safety and efficiency for all.

## OCS Neighborhood Street Safety and Traffic Agreement

Community safety is Ocean Charter School's first priority. Our community is made up of students, parents, faculty & staff, visitors and residents of the neighborhoods surrounding our campus. Together, we must work daily to ensure that our neighborhoods and the roadways we share are safe and functional for all community members. We also encourage our community to choose carpooling and bike riding / walking / rolling to campus as part of our sustainability commitment. **With this in mind, Ocean Charter School's parents, guardians, and caregivers must read and comply with this neighborhood street safety and traffic agreement.** The information below outlines OCS's campus access, drop-off & pick-up procedures and parking requirements for our school and best practices regarding neighborhood street safety and traffic in the surrounding neighborhoods.

- I will obey all traffic laws, including observing the speed limit within a school zone, which is 25 mph, and I will stop at all stop signs and crosswalks. I agree to not make a U-turn anywhere on Panama Street or Beethoven Street.
- I will not park or idle my car in red zones on Beethoven Street.
- I will not park or idle my car across residents' driveways while dropping off or picking up my student(s).
- I agree not to get out of my car while in the drop-off zone and disrupt the flow of traffic.
- I will not double park on Beethoven Street even if I am in my vehicle.
- I agree to have my child(ren) enter/exit the car on the sidewalk side of the car to ensure their safety.
- A designated student drop-off and pick-up curb-cut is located in front of the campus. The curb-cut is clearly marked. Provided cars pull up as far as possible to the front of the curb-cut. Traffic will keep moving smoothly during the busiest times on campus. I will utilize the designated drop-off and pick-up curb-cut whenever possible.
- I will not block traffic on the street or in the designated traffic lanes. Doing so disrupts the flow of traffic and creates hazardous conditions.

- Traffic safety monitors are on duty during regular drop-off and pick-up hours. (These staff members can be identified by their bright reflective vests.) I will follow the directions provided by the traffic safety monitors and student safety patrol members at all times.
- When I am walking to campus, I will use designated crosswalks, wait for the appropriate crossing signal and observe all pedestrian crossing laws.
- Public transportation and carpools reduce traffic and potentially hazardous conditions on the streets surrounding our school. I will utilize each whenever possible.
- Parking on campus is available for faculty and staff only. Parent/caregiver parking is available in the valet lane from 8:30am - 1:15pm on regular school days and from 8:30am - 11:15am on short days (Wednesdays, etc.) If I need to park in the neighborhood, I will utilize street parking near the school, but NOT on Panama Street. If parking, I agree to observe all parking restrictions (red zones, not blocking driveways, etc.) at all times.
- I will choose carpooling, bike riding, and rolling / walking to campus whenever possible as a commitment to sustainability.
- I have read Ocean Charter School's neighborhood street safety and traffic agreement. I will uphold all portions of this agreement and actively work to ensure the safety of students and community members when I am on or near the school campuses.

## **Medications on Campus**

If your child is prescribed medication that must be taken during school hours, please [fill out this form](#) with your pediatrician and turn it in the front office along with the medication. The medication must have a prescription label with the student's name, the prescribing physician's name, and all relevant information and instructions. Over-the-counter medications are not permitted on campus unless accompanied by a medication form signed by a licensed physician. Medication is only permitted to be stored in the nurse station with all required documentation. Students are not permitted to carry medication on their person unless pre-authorized by the Executive Director.

## **Attendance and Absences Policy**

### **Importance of Attendance and Timeliness**

- Students with strong attendance tend to perform better in class, score better on standardized tests, and are more likely to go to college.
- Students who attend school regularly are more likely to build positive relationships with peers and adults.
- It is important to build a strong work ethic early, as our students' future will require that they demonstrate good attendance and responsibility.

- 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. Failure to attend school can lead to legal action, up to and including a \$2,500.00 fine.
- Arriving at school in an unhurried and peaceful manner sets the tone for a successful learning day. Arriving late is stressful for the students and disruptive for their classmates and teachers.

## Health Guidelines for Attendance

Be sure to keep your contact information and student emergency contact information current so you can be reached if your child needs to go home for any reason. If you cannot be reached, then your emergency contacts will be called to pick up your child.

In particular, children who are experiencing any of the following symptoms should remain at home until they have met the following treatment guidelines:

- ❖ **Fever (100.4° F or higher):** Must be fever-free for a full 24-hour period before returning to Ocean Charter School ("OCS", the "School," or the "Charter School")
- ❖ **Upset stomach, vomiting, diarrhea:** Must be able to tolerate a normal diet AND be completely clear of all vomiting and diarrhea for a full 24-hour period before returning to School.
- ❖ **Uncontrollable cough:** The cough subsides (within reason).
- ❖ **Runny nose:** Thick yellow or green discharge has cleared up. If the runny nose is due to allergies, the child must be able to care for it in a sanitary manner.
- ❖ **Live Lice:** Has completed an initial round of treatment and is clear of all live lice. The student must also undergo a head check before being re-admitted to the classroom. If any live lice are found during the head check, the student will be sent home for additional treatment.
- ❖ **Treatable, contagious diseases (such as strep throat, impetigo, scabies, pink eye):** Has completed a full 24 hours of treatment.
- ❖ **Other communicable diseases (such as chickenpox, measles, mumps):** Is no longer contagious and is well enough to attend School.

If your child contracts a significant communicable disease (like chickenpox or the measles), please notify the school in a timely manner so that the administration can take appropriate action to notify our community and to limit its spread within the school community.

## Absences

As parents/guardians, you are an important part of your child's success and future achievement. We encourage all parents/guardians to support their children in attending school daily and on time. Students who are absent from school miss important instruction and assignments, and are more likely to fall behind and even drop out. Students who develop patterns of good attendance are much more likely to be successful both academically and socially, and have a higher graduation rate.

**All students are expected to maintain a 97% attendance rate, which translates to no more than 6 unexcused/parent-excused absences per year.**

<b>Attendance</b>	<b>Absences</b>	<b>Percent</b>
<b>Perfect</b>	0	100%
<b>Proficient</b>	1-6	97% - 99%
<b>At Risk</b>	7-9	95% - 97%
<b>Excessive</b>	10 or more	94%

### **Excessive Absences**

Excessive absences are defined as 10 or more absences (parent-excused or unexcused) in one school year. Each absence beyond 3 consecutive days, or 10 cumulative days in a given school year must be verified by a health professional in order to be considered excused. Notes from health professionals must be submitted within 10 days of the absence. The school will make every possible effort to assist students with poor attendance patterns. If excessive absences continue, or if a student or parent is non-responsive or non-compliant with attendance policies, OCS may initiate the involuntary removal process, in accordance with the defined procedures, below.

### **Compulsory Education Law**

Education Code section 48200 states that each person between the ages of 6 and 18 is subject to compulsory full-time education. Parents or guardians are responsible for sending their children to school daily and on time.

### **Attendance Tips for Parents**

- Plan vacations for non-school days only.
- Schedule all appointments for your child after school, on weekend days, or during your child’s vacation, whenever possible.
- Make sure OCS has your accurate daytime contact information, including cell phone number and/or email address.
- Let the OCS Administration know about any problems that may affect your child's attendance
- Make sure your child is ready to attend school at the appropriate time. Preparing school supplies and clothes the night before can go a long way.

## Absence Verification

Please report absences as soon as you know your child will be absent. School staff at the front office can be reached at 310-827-5511. You can call, speak to a school staff member in person, or [complete an attendance verification form](#) no later than 3 days following the absence. An excusal must be provided when a student misses part or all of a school day. Excusals may only be submitted by a parent, guardian, or caretaker.

Absences due to illness that exceed 3 consecutive days will require a note from a doctor or appropriate health professional in order to be excused. As noted above, after 10 or more absences (parent-excused or unexcused) a note from a doctor or appropriate health professional will be required in order to be considered excused.

Therefore, school-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse an absence. If your child is absent or needs to miss part of the school day, please have your child attend school prior to the appointment and/or return to school before/after the appointment to complete the school day.

## Type of Absences

There are five (5) types of absences: Excused, Unexcused, Un-cleared, Tardies, and Early Leaves. Please see below for definitions and information.

### (1) Excused Absences

A student shall be excused from school when the absence is due to:

- Personal Illness
- Quarantine by health officials
- Medical, optometric, chiropractic, or dental appointments or services
  - Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attendance of a funeral of an immediate family member (1 day within the state, 3 days outside the state) ("Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.)
- Participation in religious instruction or exercises (no more than 4 school days per month)
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent. (The school does not require a note from the doctor for this excusal.)
- To permit the pupil to spend time with an immediate family member an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- Attendance at the pupil's naturalization ceremony to become a United States citizen
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats for no more than 4 hours during a semester or attendance at an employment conference when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative.

- For the purpose of serving as a member of a precinct board for an election pursuant to Section 1230 of the Election Code.

## **(2) Unexcused Absences**

Any absence for any reasons other than those listed above are not excused, and will result in a student being classified as truant after the third (3) day of unexcused absence for the school year.

## **(3) Un-cleared Absences**

An un-cleared absence is any absence for which no confirmation or documentation has been provided by a student's parent/guardian within three (3) school days following the absence. Families need to communicate with the school staff regarding reasons for their child's absences. Every effort shall be made by the school staff to notify parents/guardians of student's un-cleared absences and to clear these and all absences. Students returning to school after an un-cleared absence must present documentation to the main office to clear their un-cleared absences. If attempts are made to clear absences with sufficient due diligence, yet no excuse is provided, these absences will be converted to unexcused absences or trancies. Thus, it is vital that parents communicate the reasons for absences to the school.

## **(4) Tardies**

A student is marked tardy when they are not in class when the appropriate bell rings. Tardiness is disruptive to the class and places a burden on both the teacher and the tardy student. Any time a student arrives late to class, valuable instructional time is lost. Tardies are marked as excused, unexcused or truant. Parents/guardians must write a note of explanation when they have knowledge of their child's tardiness. Any unexcused tardy in excess of 30 minutes will be counted toward truancy.

In the event of being tardy upon the start of the school day, your child must:

- ❖ Report to the office before proceeding to the classroom.
- ❖ Sign in and obtain a tardy slip stating the reason for arriving late.

Teachers may require that late students wait by the classroom door to be admitted at a less disruptive time. For children in kindergarten, first, and second grades, a parent/guardian must accompany the student to the office and wait for the student to receive a tardy slip. Students who are tardy to class are responsible for making up missed time with the individual teacher.

In order to participate in an extracurricular or after-school activity, *a student must be at school by 11:00 a.m. on the day of the activity.* Exceptions to this rule include emergency dental or medical appointments, school-sponsored field trips, and family emergencies.

## **(5) Early Leaves**

When picking up a student early, the parent or authorized adult must sign the student out in the main office. Parents may not enter the classroom without prior teacher approval. The office staff will verify and/or enter appropriate tardy/absence reason code for the period of time the student was off campus. Any unexcused early leaves in excess of 30 minutes may be counted toward truancy.

## **Truancy and Attendance Intervention**

A student who is absent three (3) full days without a valid excuse, or on three (3) occasions is tardy or absent for more than thirty (30) minutes in one school year, or any combination thereof, may be classified as truant. Truancy can lead to severe consequences, including fines and criminal prosecution.

Education is a partnership between parents, students and the school. This Attendance and Absence Policy is not intended to be punitive for the parent or student. OCS will work with parents/guardian(s) to address issues or concerns which may be preventing students from attending school regularly, and will collaborate in order to overcome attendance problems. Attendance interventions that may be used by OCS in order to reduce barriers to regular school attendance may include:

- Phones calls
- Letters home
- Parent Conferences
- Home visits
- Parent Attendance Assemblies
- Case management services
- Referral to school and community resources

Resources provided to a parent/guardian(s) and student(s) through school-based intervention teams; Student Success Team (“SST”); and Student Attendance Review Team (“SART”)

Failure to comply with this Attendance and Absence Policy may result in:

- Referral to the SART
- Referral to the District Attorney for possible prosecution
- Pupil may be subject to suspension, restriction, or delay of the pupil’s driving privilege pursuant to Section 13202.7 of the Vehicle Code
- Cal Works or TANF may reduce your monthly allowance per child
- You may be fined up to \$2,500.00 per child

Do not allow your child to have “parent-permitted truancies.” These truancies are best described as absences for reasons other than what the law allows. They may include the following: personal business, car problems, babysitting, rain, walk outs/demonstration, etc. Absences for these reasons are still counted as truancies.

## **Process for Addressing Truancy**

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student’s classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by Executive Director or designee. In addition, the student’s classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive “Truancy Letter #1” from the Charter School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Charter 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.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive “Truancy Letter #2 – 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. In

addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a Truancy Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of 1 Board Trustee, 1 Administrator, 1 Certificated Faculty member, and/or Attendance Counselor. The SART 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.
  - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  - b. 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 SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - i. Parent/guardian to attend school with the child for one day
    - ii. Student retention
    - iii. After school detention program
    - iv. Required school counseling
    - v. Loss of field trip privileges
    - vi. Loss of school store privileges
    - vii. Loss of school event privileges
    - viii. Mandatory Saturday school
    - ix. Required remediation plan as set by the SART
    - x. Notification to the District Attorney
  - c. The SART panel may discuss other school placement options.
  - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
7. For all communications set forth in this process, the Charter 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 Charter School with any new contact information.
8. 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 Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

### **Process for Students Who Are Not in Attendance at the Beginning of the School Year**

When students are not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has



a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

## **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 pupil and an explanation of the pupil'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 pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil 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 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 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.

### **Referral to Appropriate Agencies or County District Attorney:**

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

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's 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.

### **Non-Discrimination**

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, pregnancy, or association with an individual who has any of the aforementioned characteristics).

### **Absence Reports**

The Executive Director, 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.

### **Independent Study Policy**

Ocean Charter School (the "Charter School") may offer independent study to meet the short-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Ocean Charter School Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the

pupil must complete the assigned work shall be 10 school days.

2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete 50% of given assignments during any period of 5 school days.
  - b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter School has adopted tiered reengagement strategies\* for the following pupils:
  - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
  - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
  - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
- c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.

- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction\*:
    - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Each student will be assigned a supervising credentialed teacher who will offer daily classroom style, small group, or one on one synchronous instruction opportunities each school day through a virtual platform.
    - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Each student will be assigned a supervising credentialed teacher who will offer weekly classroom style, small group, or one on one synchronous instruction opportunities each school day through a virtual platform. Students will be provided daily live interaction on each school day by the supervising teacher or alternative school staff for the purpose of maintaining school connectedness.
  6. The following plan\* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For all students on independent study, OCS will hold a seat open for the student's return to classroom instruction. Upon written receipt of a family's wish to return to in-person instruction, Charter School staff shall inform the family of their right to return and include a planned return date that includes a time for any required Covid-19 testing a receipt of results. OCS will promptly notify school staff of this return to ensure a smooth transition.

*\* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

7. A current written agreement shall be maintained on file for each independent study pupil,

including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that

is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
  9. The Executive Director may establish regulations to implement these policies in accordance with the law.

## **Student Work Permits**

Work permits *may* be conditionally granted to students. Administration will work with the applicant's teacher to determine eligibility. Attendance and academic records will determine eligibility. Any requests for signed work permits will be answered in 5-7 business days. Please be sure to allow enough time for permit processing before work permit due dates.

## **Field Trips**

Parent volunteerism is a foundational part of Ocean Charter School's community. Historically, parents have participated in every aspect of school life. We look forward to continuing this tradition of parent volunteerism. Even so, OCS must also conform to a progression of student safety measures that public schools have been charged to undertake. LAUSD requires fingerprint background checks (LiveScan) for parent volunteers who work in potentially sensitive positions. This is to ensure that those parent volunteers, just like public school employees, have no criminal history and pose no undue risk to students. OCS is instituting this policy for parent volunteers who attend field trips. We hope this will not deter parents from volunteering, but instead will provide a sense of security for all students and their families.

Going forward, OCS will pay directly for the institutional portion of the LiveScan fingerprint clearance charged by the Department of Justice, which amounts to \$32 for each clearance. We ask that

parent volunteers pay for the personal portion of the fingerprint clearance, which is charged by LiveScan service providers for processing the forms. LiveScan providers set their own fees, which can range anywhere from \$15 to \$70. The OCS Human Resources Coordinator monitors clearances regularly and in the event that the status of the LiveScan changes, OCS reserves the right to dismiss a volunteer from their volunteer duties. Please note that even if a parent has been LiveScanned for another organization, they will have to be re-scanned for OCS because the results are only shared with the institution that pays for them. However, every parent volunteer only needs to be LiveScanned once during their children's entire tenure at OCS.

### **Valid Driver's License and Insurance required**

Ocean Charter School relies upon parent drivers for most field trips. In order to participate as a parent driver, a photocopy of the parent's current driver license and auto insurance limits of liability policy declarations must be submitted to the teacher or designated parent representative **at least three days** before each field trip. **Please make sure both items (driver's license and insurance policy) are valid.** The insurance policy declaration must reflect the following minimum liability coverage:

- ❖ \$100,000 bodily injury per person
- ❖ \$300,000 bodily injury per occurrence
- ❖ \$100,000 property damage per occurrence.

If a driver needs to increase their liability coverage to meet these limits, it can generally be done quickly (within 24 hours by making a phone call to the insurance agent) and for minimal cost.

Parents volunteering to transport students on field trips must be approved by the teacher and will be asked to provide copies of their valid driver's license and proof of adequate insurance coverage prior to each field trip. Parent's wishing to volunteer to chaperone on an overnight field trip must have approval from the teacher or administrators in order to participate. Parents volunteering in this capacity, under the direction of the teacher, are asked to accept a number of serious responsibilities regarding student safety. All parent chaperones will be required to complete a criminal background check and fingerprinting which shows no criminal history exists to preclude the parent from participating on the trip. Ocean Charter School further requires parents to agree to a code of conduct while participating on overnight field trips. Please read the information below outlining the code of conduct for parent chaperones.

### **Funding source for Field Trips**

Field trips at Ocean Charter School are funded primarily by the proceeds from fundraising events and parent donations. Parents/guardians may be asked to provide donations to supplement field trip funding. No student will be denied participation on field trips due to inability to pay.

## **Chaperone Agreement**

Thank you for volunteering to chaperone students of Ocean Charter School. It is because of chaperone participation that Ocean Charter School is able to offer these profound experiences to our students. Chaperones are expected to be examples of good behavior for our students. It is imperative that you support school behavior expectations as well as the additional items mentioned below. You must remember that from the time of departure until the students are dismissed to their parents, you are responsible for modeling appropriate behavior and ensuring student safety.

### **While chaperoning I agree to:**

- A. Refrain at all times from the consumption of alcoholic beverages and/or drugs unless said drugs are prescribed by a physician and dispensed by school personnel or self-medication and/or possession are properly authorized;
- B. For overnight trips, sleep in my assigned room/tent and not entertain anyone in my room/tent;
- C. Not be alone with a student- I will make sure either other students, chaperones, or staff are present;
- D. Maintain contact with students assigned to me at all times, constantly aware of their whereabouts;
- E. Support Ocean Charter School teachers' instructions to students
- F. Attend all mandatory activities and meal functions;
- G. Adhere to all established curfews;
- H. Conduct myself in such a manner as to bring pride to myself, my family, my school, and my community;
- I. Adhere to any established dress code;
- J. Comply with any and all instructions directed to me and/or the group by staff;
- K. Remember that this experience is for the students, and I am here to help make it possible for the students to have this experience;
- L. Be aware of student safety at all times, notifying staff of any unsafe or hazardous conditions.
- M. Remember that as a chaperone, I am not attending for my child but for the safety and welfare of the entire group.
- N. Maintain confidentiality about students other than my own during and after the trip.

If a problem arises that is serious enough in nature to warrant my removal as chaperone of the travel group, I agree to bear any additional costs to return home. NOTE: The accompanying professional staff member(s), after provided the opportunity to respond to any allegations, will make this removal decision. The chaperone may also be subjected to discipline upon return home in accordance with local, State, and Federal law.

## **Electronic Media Guidelines**

### Background

As a public Waldorf School of choice, parents of OCS seek an alternative approach to education that sparks their child's imagination, creativity, and curiosity. In addition, parents embrace our head, heart, hands approach that addresses the intellect, the will, and the core of their child's social/emotional being. For students to fully benefit from the rich arts-infused educational experience provided at OCS, we strongly encourage parents to protect childhood by being mindful of outside influences such as screen time that will disrupt their child's play, interactions with other children, ability to concentrate, and ability to develop their own imagination.



## Screen viewing

One of the primary premises of Ocean Charter School's curriculum is that the imagination provides the foundation for learning and growth. Because of the well-documented, negative effects of screen viewing (including television, movies, video games, and social media) on children, students are asked to refrain from any screen viewing on school days (Sunday-Friday) and limit the time spent and content viewed on weekends.

## **Developmental Approach to Screens and use of Technology**

**Please carefully review the following guidelines below that were developed based on OCS' philosophy of child development that comes from Rudolf Steiner, the founder of Waldorf Education, and extensive current research on children's brain development.**

### **TK-K:**

- No passive screen time
- Parents requested to put away electronic devices when spending time with their child
- Non-violent games: no
- Violent games: never recommended under any circumstance
- Keyboarding: no
- Social media platforms: no
- Cell phone usage: no
- Apple watch/Smart watch: no

### **1<sup>st</sup>-2<sup>nd</sup> grade:**

- Strict limits on passive screen time of educational programs with parent co-viewing – maximum viewing time: 1 hour (weekends only)
- Parents requested to put away electronic devices when spending time with their child
- Non-violent games: no
- Violent games: never recommended under any circumstance
- Keyboarding: no
- Social media platforms: no
- Cell phone usage: no
- Apple watch/Smart watch: no

### **3<sup>rd</sup>-5<sup>th</sup> grade:**

- Limited screen time with parent co-viewing – maximum viewing time: 2 hours (weekends only)
- Parents requested to put away electronic devices when spending time with their child
- Non-violent games: play with parent on weekends (15 minute limit)
- Violent games: never recommended under any circumstance
- Keyboarding: yes, with parent co-viewing – maximum time: 1 hour
- Social media platforms: no
- Cell phone usage: no
- Apple watch/Smart watch: no

### **6<sup>th</sup>-8<sup>th</sup> grade:**

- Limited passive screen time – maximum viewing time: 2 hours (weekends only)
- Parents requested to put away electronic devices when spending time with their child
- Non-violent games: play on weekend (30-minute limit)
- Violent games: never recommended under any circumstance

- Keyboarding: yes, maximum time: 2 hours (may vary according to teacher assignment)
- Social Media: age-appropriate social networks with strict parent monitoring within legal guidelines. Parent to create a code of conduct with child for usage.
- Cell phone usage: no
- Wait until after 8<sup>th</sup> grade for cell phone, including text messaging
- Apple watch/Smart watch: no

**Based on the available research and our years of experience, we are convinced your child will have the healthiest childhood experience if your child's media experience is limited as much as possible to occasional family movie nights through eighth grade.**

## Electronic Devices

Cell phones, Apple/smart watches and other electronic devices are a major problem on school campuses across the country, including Ocean Charter School. Ringing or vibrating cell phones/watches are disruptive during class time. Camera phones and text messaging can be used inappropriately. Phones are stolen, loaned to other students, may be lost or broken and have exacerbated crisis situations. The use of cell phones at school is detrimental to the academic climate because it takes valuable time away from instruction and creates disciplinary problems. For these reasons, we also ask parents to:

- 1) ensure their child does not have a device on campus (or that it is off, not silenced, at all times while on campus)
- 2) set a prime example by not using their cell phones while on campus, especially when in the presence of students.

**If a student brings a cell phone or other communication device to school, they are to do so at their own risk.** The device must remain out of sight and must be off for the entire school day. **Students may not use their devices at any time while on campus.** Should a student need to contact their parents or caregivers while on campus, they may ask to use the office phone. Likewise, if urgent, parents or guardians may call the school office to deliver a message to their child.

If a student does not comply with the standards as set forth in this policy, the following successive steps to address the noncompliance will occur, keeping in mind age-appropriate application and understanding of the school's pedagogical approach.

1. The first time a student's electronic device is on or in use while on campus, they must turn it in to the office where it will be held in a secure location until the parent/guardian can pick it up in person. At that time, the parent will be reminded of the policy. (Note: There are no verbal reminders given.)
2. The second time a student's electronic device is on or in use while on campus, the student must turn the device in to the main office every morning before school and pick it up every day after school.
3. If a third violation of the OCS Electronic Device Policy occurs, more severe disciplinary action will be taken, and may include suspension.

## OCS Dress Code

### Commitments:

The goal of the dress code is to uphold OCS' three commitments. We are committed to:

1. **Waldorf principles of preserving and protecting childhood through media-free, logo-free, and writing-free clothing, bags, and lunch containers**
2. **Reducing the effects of peer pressure, especially around body image, and**
3. **Decreasing the impact of socio-economic stratification within the school community.**

## **Guidelines:**

### **GUIDELINE 1: Clothes Meant for Movement**

Students should dress appropriately for their active day at Ocean Charter School. Students shall wear clothing that is simple, functional, and easily allows for movement, staying on the student's body without the student's attention through running, jumping, climbing, stretching, dancing, etc. No crop tops. Footwear must be worn at all times and be safe for physical activity. Backless footwear (such as flip-flops) is prohibited. Students will be outdoors in all weather. On rainy days, children are required to wear a rain jacket with a hood and rain boots.

### **GUIDELINE 2: Media, Writing & Logo Free Clothes**

Based on our commitment to reducing the effects of peer pressure, especially body image pressure, and decreasing the impact of socio-economic stratification within the school community, students shall wear clothing and footwear free of all writing, images, and logos (logos smaller than the size of a quarter are permitted), of any kind. Patterns that do not constitute a logo are allowed, such as stripes, plaids, and florals, as well as footwear with minimal branding. Clothing with the official Ocean Charter School logo or from Ocean Charter School-sponsored activities is permitted.

### **GUIDELINE 3: Simple Accessories**

Jewelry shall be limited to accessories that do not restrict the student's ability to engage in play or participate in class activities. Students should not wear jewelry that poses a safety risk to the student, others, or equipment. Watches or other devices must be limited to those that do not make noise and are not connected to the internet. No smart watches permitted. School accessories, such as backpacks, lunch boxes, and bedding (for kindergarteners), should be free of logos and images. Hats should not be worn indoors unless there's a previously agreed-upon accommodation. Students are required to keep their hair only in natural-occurring colors.

While these guidelines may not cover all situations, in order to support Ocean Charter School's above-stated commitments, **we strongly encourage families to assist their student(s) in following these three simple guidelines before your child leaves home for school each day.** OCS faculty or administration may address any items or situations that do not uphold the three commitments. If a student does not comply with the guidelines set forth in this policy, keeping in mind age-appropriate application and understanding of the school's pedagogical approach, the student may be asked to change or alter clothing to meet compliance (i.e. turn the t-shirt inside out or change into school-provided clothing) and/or may have a disciplinary consequence. For any items/situations not specifically mentioned, OCS will address them if they do not uphold our dress code guidelines.

## **Nutrition Guidelines**

## **Background**

Consistent with the teachings of Rudolf Steiner and Waldorf philosophy, OCS advocates natural health and the consumption of natural, whole foods for optimal growth and development of our students. Please send nutritious, whole foods to school to ensure your child receives the maximum educational benefit during their time at school. Also, be sure your child has ample healthy snacks to last until the end of the school day.

**Please avoid sending highly processed, high sugar containing foods with little to no nutritional value. Also, please note that candy and gum are not permitted at school.**

## **Green and zero Waste**

Ocean Charter School aims to be a "zero waste" school, so please be sure to use reusable containers. Please include two cloth napkins and use baskets or soft lunch bags that are free from all advertisements and logos. This means no cartoon figures, movie images, sports teams, etc. Please do your best to avoid sending pre-packaged foods that generate trash.

## **Water**

Please make sure your child brings enough water for the entire day in a reusable container. We recommend at least 16 oz. Good hydration is a key to vitality.

***Due to the possibility of severe allergic reactions, children may not share food.*** Your teacher may contact you with other guidelines for your child's lunch and snacks.

# **National School Lunch & Breakfast Program**

## **Ocean Charter School is a National School Lunch & Breakfast Program Sponsor**

Ocean Charter School offers free breakfast and lunch for all enrolled children for the entire School Year. Free and Reduced Meal Applications are NOT required for the School Year. However, **it is incredibly important that families submit a Meal Application Form to ensure ongoing state and federal funding that support the learning of low income students.** There is a very quick, simple way to submit your income information. Please help our school by filling this form - <https://family.titank12.com/application/new?identifier=55DHZN>.

## **What is the National School Lunch & Breakfast Program?**

The [National School Lunch Program](#) and [School Breakfast Program](#) is a federally funded program that assists schools and other agencies in providing nutritious lunches and breakfast to children at reasonable prices. Under the California Universal Meals program, public schools in California will begin offering free meals to students in the 2022-2023 school year.

## **What are the benefits of participating in the program?**

For children, the National School Lunch Program provides a nutritious meal that contains one-third of the recommended dietary allowance of necessary nutrients. For parents, the program offers a convenient method of providing a nutritionally balanced lunch and breakfast free of charge. For schools, the program enhances children's learning abilities by contributing to their physical and mental well-being.

### **What is Offer vs Serve in school lunch?**

Offer Versus Serve or OVS is a concept that applies to menu planning and the meal service. OVS allows students to decline some of the food offered in a reimbursable lunch or breakfast. The goals of OVS are to reduce food waste and to permit students to choose the foods they want to eat.

### **Who created the menu and cooks the meals?**

Meals, foods and beverages served on campus meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of foods that meet the health and nutrition needs of students.

Our Food Partner is School Nutrition Plus (SNP) and OCS follows all the storage and reheating guidelines provided by them. Meals are delivered daily ready for consumption.

### **How can I and my child see the menu?**

Weekly Menus are sent to all the community members through our weekly emails and also posted on the Meals Program page. There are also menus at the Kitchen door, wall and counter. For TK, Kinder and First grade students, we send a weekly form so parents can specify their preferences and help small students communicate their needs.

### **Can I place an order? How can I make sure my child gets the meal he/she/they want?**

We currently have an Open Kitchen approach. The kitchen will be open at lunch time for each grade level window of time. Parents of younger children (TK- 1st) may fill a preference form, sent weekly. Every child that comes to the kitchen will be offered a meal.

### **What if I don't want my child to get a free lunch?**

Please make sure you communicate with your child first and your teacher after that. We do not give kids lunches unless they come to the kitchen. If a student comes to the kitchen, we assume they have no food and lunch will be given.

### **Is there a Gluten Free or Milk alternative option?**

Yes, only with a doctor's note. School Nutrition Plus (SNP) provide the same meal as everyone is having but made with Gluten Free ingredients. This is not a Gluten Free certified meal and cross contamination may occur. Here's the cross contamination letter from SNP: SNP- potential cross contamination (2). If you think this option is safe for your child, please download the form here:

<https://oceancs.org/wp-content/uploads/2022/08/Medical-Form-Dietary-Restrictions.pdf>

Send the form completed by a doctor to [mstaci@oceancs.org](mailto:mstaci@oceancs.org).

### **Can my child refuse the milk?**

Yes. Please read the Offer vs Serve description above.

Please make sure you talk to your child, teacher and administration if there's any food restriction such as allergies, intolerances and dietary restrictions. [Click here](#) for the Food Allergy Form and also send an email to the teacher. We try our very best to keep our students safe but it is a collective responsibility and communication is vital.

## Snacks and Lunch from Home

Our goal is nutritious, no-waste snacks and lunches that help our students feel satisfied and ready to learn.

Please make sure your child has had a hearty breakfast by the time they arrive at school. Some ideas are:

- Oatmeal with fruit and nuts or seeds
- Whole wheat toast topped with avocado or beans
- Fruit smoothie (hide some greens in there!) with a piece of whole wheat toast with nut or seed butter
- A banana is a great grab-and-go option!

Students in Grades 1-8 need to bring a mid-morning snack. We suggest:

- Trail mix of seeds, dried fruits, and carob chips.
- Raw veggies and whole wheat pita bread with hummus
- Coconut milk yogurt with granola and berries

Please send a lunch that is nutritious and well balanced. Students at Ocean Charter School move a lot so they are really hungry. Make sure they have enough. Include vegetables, fruits and whole grains. A great site to look for healthy lunch ideas is <https://www.100daysofrealfood.com/school-lunches/>.

***Due to the possibility of severe allergic reactions, children may not share food.*** Your teacher may contact you with other guidelines for your child's lunch and snacks.

## Food for Celebrations

In order to meet our goal of having nutritious, no-waste foods as well as the USDA Smart Snacks in School nutrition standards, we ask that you please make sure any contributions to the class/school for celebrations follow our nutrition guidelines.

Some ideas are:

- Fresh fruit cups
- Veggie platters
- Popcorn
- Smoothies
- No sugar added fruit juice
- Whole fruit popsicles
- Whole wheat or gluten free crackers

\*Please note that foods and beverages are not to be used as rewards or incentives, and are not to be withheld as punishment for any reason.\*

## Rules for Recess Equipment and Supplies:

### General Rules:

- All supplies and equipment must be used properly, and as intended

-Dangerous/Inappropriate use of supplies or equipment will result in loss of a student's recess time and/or the ability to use recess items

### **Classroom Bucket Supplies:**

-Students are only permitted to check out equipment from their own class

-The teacher or their designee is responsible for distributing equipment at the start of recess

-The teacher or their designee is responsible for collecting equipment at the end of recess

-The teacher must reach out to parents for replacement of supplies/equipment if a student loses or damages equipment due to negligence or inappropriate use (if a student from another class damages/loses an item, their teacher will replace the item from their class supply, and reach out to their student's parent for a replacement). The student will not be able to check out equipment until the replacement is received.

-The office will do inventory at the end of the year. Any equipment needing to be replaced will be deducted from the class' budget (if the class budget is exhausted, it will be deducted from next year's class budget).

### **Yard Equipment and Supplies:**

-Students must use the tetherball pole as intended. Any inappropriate use (climbing, swinging, pulling, etc.) will result in recess loss and inability to use the tetherball pole for 1 week (please note the consequence may progress for multiple offenses).

-Students must use the basketball hoops appropriately. Any inappropriate use (climbing, moving, pulling, dunking, etc.) will result in recess loss and inability to use the basketball hoops for 1 week (please note the consequence may progress for multiple offenses).

-Students must use the Gaga Ball Pit appropriately. Any inappropriate use (climbing, sitting, jumping, etc.) will result in recess loss and inability to use the Gaga Ball Pit for 1 week (please note the consequence may progress for multiple offenses).

-Students must check out yard games from the front office at the start of recess, and turn them back in at the end of recess. They must be turned in with all pieces present and put away. Students must not transfer responsibility of the game to other students. The student who checked out the game will be held responsible for its return. Students who fail to return the game at the end of recess will be restricted from future game check-out for 1 week (please note the consequence may progress for multiple offenses).

-Students who damage or lose supplies will be responsible for replacement

-A recess supervisor will be stationed at or near equipment while it is being used.

### **Gym Use:**

-Students must use the gym as intended. Any inappropriate use (throwing balls at light fixtures, windows, or other school property) will result in recess loss and inability to use the gym for 1 week (please note the consequence may progress for multiple offenses).

-Students must use the gym bathrooms as intended. Any inappropriate use (“hanging out”, standing on toilets, slamming stall doors, disabling dispensers, vandalizing, damaging, etc.) will result in recess loss or other disciplinary action, and the inability to use the gym during recess for 1 week (please note the consequence may progress for multiple offenses).

-Unless supervised by a teacher for a class performance or presentations, no students are allowed on the stage or backstage area.

Parents/guardians will be held financially responsible for any damage to the gym and/or gym restroom.

### **Rules for Campus and Playgrounds During Recess:**

#### **Expectations:**

Students are expected to be safe, kind and respectful to each other, to all adults, plants and animals, and to our school property and materials at all times.

#### **General**

Students will practice Basic rules of courtesy: “PLEASE”, “THANK YOU”, “I’M SORRY”, “EXCUSE ME”.

Students will walk on all pathways and walkways.

Students may play running games on the "Egg" or in the Gym during recess or Movement classes only.

Students are not allowed to play in the following areas:

On the rooftop garden area, unless a supervisor is present

In the walkways

On any of the stairways

In the restrooms

In the office

On the fences/gates

With games, toys, or items from home



Students are not allowed to get balls that roll into the adjacent property or in the street.  
Recess Supervisors are responsible for getting the balls that land outside campus.  
No food on recess yard (except with class teacher supervision).  
We are a gum-free campus.  
Absolutely no food or drinks in the gymnasium, except water.  
Sticks may not be used as weapons or baseball bats.  
No throwing rocks, sticks, fruit, food, or other inappropriate objects.  
Students are expected to put away all equipment before moving on to the next activity.  
Any lost or broken equipment due to inappropriate use or negligence must either be repaired or replaced by the student(s).  
Students must SHARE equipment.  
No picking of fruit, flowers, plants, insects, or other living things on campus.

### **Swings**

Keep both hands on the chains while swinging.  
Stand a safe distance from the swings.  
Swinging on one's stomach is okay. Swinging standing is not okay.  
No twisting the seats of the swings.  
No twisting and spinning while swinging.  
No jumping off of swings.  
No front or back flips off the swings.  
One child at a time on a swing.

### **Digging**

Digging is not permitted in the woodchips or grass.

### **Balls**

No balls in the Kindergarten yard.  
No balls before school and after school (unless enrolled in Aftercare and using Aftercare equipment).  
Students may play handball during recess on the designated handball wall  
Children in grades 1-5 may use only their hands when playing with balls, not their feet.  
Children may not strike one another with balls unless playing a controlled, supervised game where it is part of the rules.  
Children are not allowed to go off campus to get balls that roll away.  
Balls from home are prohibited.

### **Ropes**

Ropes may be used for:  
Jumping or approved jump rope games only.  
For other uses under the direct supervision of a teacher/supervisor

## Stilts

Stilts may be used only as 'stilts' not guns, bridges, balance beams, etc.

## Physical Contact

No tackling, wrestling, or fighting of any kind. Only flag football is allowed.

## Environmental Safety

In keeping with Ocean Charter School's commitment to environmental consciousness and to providing a safe and healthy space in which students can learn, the school has established the following guidelines for cleaning, painting, gardening, and general maintenance.

All maintenance and gardening tasks should use environmentally friendly materials, as outlined below. All building, painting, and carpeting projects must be discussed first with the classroom teacher and then approved by the administration prior to implementation.

The following materials and protocols should be employed, except when they conflict with OCS' Covid Protection Plan.

### ❖ Air filtration/cleaning

- *Approved:* Plants, baking soda, vinegar, slices of fresh citrus.
- *Avoid:* Any chemical air fresheners, incense, potpourri, scented candles.

### ❖ Carpet

- *Approved:* Area rugs and wall-to-wall carpets made of natural materials. Recycled carpets made from man-made materials must be at least three years old to ensure that they have already off-gassed.
- *Avoid:* Any new carpeting containing formaldehyde or other man-made materials.

### ❖ Carpet cleaning

- *Approved:* Steam cleaning without soap OR with non-toxic soaps (e.g., Dr. Bronner's Vegetable Soap, Heavenly Horsetail All-Purpose Cleaner, A.F.M. Carpet Shampoo). Borax or baking soda may also be sprinkled on, left overnight, and vacuumed off. Vacuums should have HEPA filters or micro-filtration bags.
- *Avoid:* Commercial cleaning solutions, deodorizers, sealants, or chemicals.

### ❖ Cleaning supplies

- *Approved:* The following all-purpose cleaners: vinegar and baking soda; borax; Trader Joe's All-Purpose Cleaner; Dr. Bronner's Castile Soaps and Sal Suds. Non-toxic cleaners from companies such as Ecco Bella, Seventh Generation, Ecover, Bon Ami, Natural Choices.
- *Avoid:* Anti-bacterial soaps, chlorine-based bleach, ammonia, perfumes and fragrances, Pine Sol, strong chemicals.

### ❖ Disinfectants

- *Approved:* Alcohol, hydrogen peroxide, chlorine-free bleach (e.g., Ecover, Seventh Generation, Natural Choices).
- *Avoid:* Clorox, chlorine-based bleaches, harsh chemicals.

❖ **Gardening**

- *Approved:* All-natural products.
- *Avoid:* Weed-killers, insecticides, and all other chemicals.

❖ **Paint and varnish:** All painting, priming, sealing, varnishing, et cetera, of interior spaces should be completed at least two weeks prior to occupancy. If any such work must be done within two weeks of occupancy, ONLY non-toxic products may be used. Non-toxic approved brands, such as Mythic and AFM Safecoat, may be used within 24 hours of occupancy.

- *Approved:* Mythic and AFM Safecoat brands. All other primers, paints, varnishes, shellacs, sealers, and stains must be water-based and cleared with the administration first.
- *Avoid:* Oil-based products, high-VOC products, harsh chemicals

## Pets

Except for trained service animals (such as seeing-eye dogs), all pets, including dogs, should remain off campus or secured in vehicles during pick-up, drop-off, and before/after school. Proper verification, paperwork, and licensing will be required to have the service animal on the premises. Requests to bring pets into the classroom for curricular purposes must first go through the teacher and be approved by the administration. Please be aware that the owner of the animal will be liable for any and all damages that may occur due to the animal being on campus.

## Student Work and Images

Ocean Charter School uses photographs of students' work to document the life and growth of the school. Please be aware that images of your child or his/her work might be shared with the state or other schools as part of an effort to demonstrate the efficacy of our curriculum. In addition, images of your child or his/her work may be used in the school newsletter, yearbook, brochure, website, or similar materials.

## Classroom and School Volunteer, Visitation, and Removal Policy

While Ocean Charter School ("OCS" or "Charter School") 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:

### REQUIREMENT FOR PROOF OF COVID-19 VACCINATION FOR VISITORS, CONTRACTORS & PARENTS TO ENTER SCHOOL FACILITIES

#### Purpose

Pursuant to the School's COVID-19 Employee Vaccination Policy, this Policy addresses the School's requirement for proof of COVID-19 vaccination for visitors, contractors and parents to enter school facilities.

The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for many students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC") and the California Department of Public Health ("CDPH") as well as local public health authorities and authorizing agencies.

### **Policy**

This Policy will go into effect on OCTOBER 15, 2021 and will remain effective until further notice. The School will provide impacted individuals with information regarding any change in operational logistics as a result of this Policy.

School partners, vendors, contractors and any other adults (including parents) who refuse to comply with this Policy will be excluded from campus pending compliance with this Policy, consistent with applicable law.

### **Proof of Vaccination**

In order to enter any School facilities, proof of COVID-19 vaccination must be provided, consistent with applicable law.



Failure to provide the school with written proof of COVID-19 vaccination by OCTOBER 15, 2021, constitutes noncompliance with this Policy. The school further reserves the right to request proof of both the first and second vaccination doses for COVID-19, as well as any booster dose(s), as applicable.

Proof of vaccination shall not require the individual to submit any medical or genetic information to the school. It is such individual's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The school shall strictly maintain confidentiality of all COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law.

### **Continued Health and Safety Protocol**

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all School partners, vendors, contractors and any other adults (including parents) must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings and quarantine/isolation protocol.

### **Non-Discrimination**

The school will not discriminate, harass, or retaliate against any individual for receiving the COVID-19 vaccine, refusing to receive to the COVID-19 vaccine. However, the School reserves the right to enforce non-compliance with this Policy, consistent with applicable law.

## **Disclaimer**

As public health and legal guidance regarding COVID-19 vaccinations evolves, the school reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all stakeholders.

## **Volunteer Guidelines**

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

1. Volunteering must be arranged with the classroom teacher and Executive Director or designee, at least twenty-four (24) hours in advance.
2. 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 rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
3. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
4. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for a parent volunteer's own child, with the exception of light reminders to students to stay on task.
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.

## **Steps to Volunteer**

Summary; All OCS volunteers need:

- LiveScan (see below – Ms. Debbie, our HR rep, will receive the report in 1-2 weeks after your submission)
- TB test (link below if needed),
- Proof of COVID-19 vaccination
- Volunteer Commitment Form
- Sign in at the front office and get a daily volunteer badge sticker the day you volunteer

**STEP 1:** Make sure OCS has your LiveScan on file:

[Please click here for the LiveScan application](#)

*Please note: Livescan clearance is a formal criminal background investigation check through the Department of Justice. This check is done to keep our students as safe as possible. Please note that by doing the livescan process, you are sharing your criminal background information with OCS. Volunteers will be asked to complete the school's volunteer LiveScan form in order to have a fingerprint background check completed and reported to the school. The report returned to the school will show the criminal history of the individual, including arrest history, and misdemeanor & felony convictions. Subsequent arrest notifications will continue to be transmitted to the school as they occur. The school will use the most recently reported information to determine an individual's eligibility to volunteer. For more information about fingerprint background checks, please visit the state's website here <https://oag.ca.gov/fingerprints>. Please note: it typically takes 1-2 weeks for a livescan to clear.*

You can get your Live Scan done at a UPS Store, most Mail n' More type businesses, or for a higher fee; your local Police Station. You can also do a Google search of "live scan locations near me".

**STEP 2:** Submit TB test results (must not be taken more than 60 days ago) to Ms. Debbie ([msdebbie@oceancs.org](mailto:msdebbie@oceancs.org)) or Ms. Angela ([msangela@oceancs.org](mailto:msangela@oceancs.org)).

You can get your TB test easily here: [https://www.cvs.com/minuteclinic/clinic-locator/ca/marinadelrey/8871.html?WT.mc\\_id=LS\\_mc\\_google\\_carenav\\_8871](https://www.cvs.com/minuteclinic/clinic-locator/ca/marinadelrey/8871.html?WT.mc_id=LS_mc_google_carenav_8871)

**STEP 3:** Email or show proof of Covid vaccination

Please email a copy of your proof of vaccination to Ms. Angela ([msangela@oceancs.org](mailto:msangela@oceancs.org)) so she can note it on the volunteer database. You may also show the proof of vaccination in person in the front office.

If you need to generate a QR code for proof of your covid vaccination, [please click here](#).

**STEP 4:** Sign a [Volunteer Commitment Form](#)

**STEP 5:** The day you plan to volunteer...

- When you arrive on campus, check in to the front office to receive a clearance badge and sign in on the Volunteer Sign-In Sheet binder.

**The office staff will double check that you have completed steps 1-4, and will give you a volunteer clearance badge to wear for the day.**

\*Additional Information for Field Trips\*

If you are planning on being a chaperone and/or parent driver for field trips, please complete steps 1-4, and submit the following documents to your student's teacher or the assigned class rep. Once all documents are collected, they will be given to Mrs. Lavender to double check.

**IF PARENTS ARE ATTENDING/DRIVING, EACH ADULT WILL NEED:**

- ✓ CHAPERONE AGREEMENT
- ✓ LIVE SCAN CLEARANCE FOR OCS
- ✓ TB TEST RESULTS
- ✓ PROOF OF COVID VACCINATION

**EACH DRIVER MUST SUBMIT:**

- ✓ STUDENT TRANSPORTATION POLICY
- ✓ PARENT DRIVER PLAN
- ✓ CLEAN DRIVER RECORD DMV PRINT OUT
- ✓ COPY OF VALID DRIVERS LICENSE
- ✓ COPY OF INSURANCE POLICY:

Must show driver's name,

Must show policy effective and expiration dates,

Must show driver has at least the minimum liability coverage of:

\$100,000 bodily injury per person

\$300,000 bodily injury per occurrence

\$100,000 property damage per occurrence

[Please click here for the chaperone agreement.](#)

[Please click here for the student transportation policy.](#)

[Please click here for the parent driver plan document.](#)

You can get your DMV record here (immediate print or screen shots needed):

<https://www.dmv.ca.gov/portal/customer-service/request-vehicle-or-driver-records/online-driver-record-request/>

**Visitation Guidelines**

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least twenty-four (24) hours 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 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 report their presence on campus by volunteer log and acquiring a volunteer badge from 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. Visitors shall make this volunteer badge visible at all times.

3. 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](mailto: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. To help identify the officer, OCS may ask the officer to wear a volunteer badge while on the school site.
4. Except for unusual circumstances, approved by the Executive Director, school visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
5. 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 Executive Director's written permission.
6. Before leaving campus, the visitor shall return the volunteer badge upon conclusion of their visit and sign out of the volunteer log in the main office.
7. 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.
8. The Executive Director or designee may withdraw consent to be on campus 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 the school's orderly operation. If consent is withdrawn by someone other than the Executive Director, the Executive Director may reinstate consent for the visitor if the Executive Director believes that the person's presence will not constitute a disruption or substantial and material threat to the school's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
9. 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. 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. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Executive Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Executive Director with fourteen (14) days of the denial or revocation of consent. The Executive Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Executive Director shall be held within seven (7) days after the Executive Director receives the request. If no resolution can be agreed upon, the Executive Director shall forward notice of the complaint to the Board of Directors and follow the dispute resolution policy.
11. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
12. The Executive Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this policy.

## **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 crime as specified 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, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or 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 Ocean Charter School's pursuit of a restraining order against a visitor, which 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.

## **Parent Participation**

Without parent participation, Ocean Charter School would not exist. Parents/guardians are involved in every aspect of the school, helping to ensure that their children's education is as rich as possible. They serve as members of the Board of Trustees, chairs and participants of committees, and volunteers in community-building festivals and fundraisers. Community meetings are held according to the calendar, and parents are welcome and encouraged to attend:

- ❖ First Thursdays: Board meetings.
- ❖ Other Meetings: Diversity, Equity, and Inclusion Committee meetings, Finance Committee meetings, and Governance Committee meetings.

All families are encouraged to be active participants in their child's education and the life of the school. Parents/guardians are encouraged to:

- ❖ Attend annual parent-teacher conferences.
- ❖ Attend class plays, school festivals, and parent evenings.

Opportunities to volunteer are plentiful. Parents may participate in campus cleanups or building projects, help in the office or library, cut drawing paper, and/or maintain the campus gardens and landscaping. These are just a few examples of the myriad of ways to volunteer. Please speak with your class teacher or the front office staff for more information. Be on the lookout for volunteer opportunity e-mails through OCS Families Yahoo! group.

Your class teacher may have specific recommendations for parent participation in addition to those listed above. Please note that parents/guardians who wish to visit a classroom or participate in classroom activities should make prior arrangements with their child's teacher.

## **Donation of Material Goods**

Ocean Charter is blessed by the generosity of our families who donate items to beautify our classrooms and campuses. If your family has an item you'd like to donate, please review the following information carefully. This information is intended to create a transparent and efficient process for deciding if a donation is needed and appropriate so that family energy and time is respected.

- The class teacher and administration prior to being brought to campus must approve all classroom donations. Teachers are responsible for following campus policies regarding use of the classrooms and items within them, including outdoor areas directly outside classrooms.
- All classroom donations will remain with the class for that school year, but become available for general school use after that school year. This policy is to ensure that OCS has the flexibility to make sure all classrooms are adequately equipped each year.
- The Director or their designee at that site prior to being brought to campus must approve all campus donations.

We thank you in advance for your cooperation and generosity.

## **Reimbursement Policy**

Any person who makes a purchase on behalf of Ocean Charter School may submit a request for reimbursement. Receipts must be submitted with a reimbursement form no later than 2 weeks after the purchase. Any reimbursements submitted after the close of the fiscal year will not be eligible for reimbursement.

## **Civility Policy**

Ocean Charter School community members will treat one another with respect and expect the same in return. Any individual who disrupts school operations, uses obscenities or uses loud or offensive language will be reminded to communicate civilly. This policy promotes mutual respect, civility and orderly conduct among school employees, parents, and the public. This policy is intended to maintain as much as possible a safe, harassment-free workplace for our students and staff. Anyone who is unable to comply with this policy will be directed to leave the school premises.

## Communication Protocols

Communication protocols are intended to help clarify how we at OCS communicate with each other. It is our intent to establish clear expectations among all members of our community so that communication is proactive, responsive, and respectful. We also acknowledge that establishing protocols that are manageable for all those involved is critical to creating a sustainable environment.

### Teacher Communications

- ❖ **Parent/Teacher Conferences:**  
Parent-teacher conferences will take place each year. To allow time for the conferences, there will be early dismissal every day during the parent-teacher conference week in November. Early Dismissal is also scheduled during intervention conferences. Written copies of progress reports will be sent home during conference week. Additionally, at the end of the school year, End of Year reports for each student will be mailed home.
- ❖ **Email:**  
Teachers may use class list groups that allow them to send group messages out to their families regarding curriculum, homework, plays, trips, etc. “Oceancs.org” email is not intended for back-and-forth communication about students; however, teachers may decide to do so on a class-by-class basis. Teachers will inform parents of their preferred method of communication at their first parent class meeting.
- ❖ **Email, Phone Calls, and Meetings:**  
Parents may initiate communication with teachers via email or leaving a phone message with the office staff. Teachers will respond to emails or phone messages within two school days, except in extreme situations. Teachers and parents can schedule meetings (via zoom) as needed.
- ❖ **Bi-Monthly Teacher Communication to Parents**  
Teachers will communicate bi-monthly with the families in their class via email. Teachers will share their method of communication with families at the first class meeting. Should the chosen method be problematic for a particular family, the teacher will work with the family to make the necessary accommodations.  
  
Included in the bi-monthly communication will be:
  - Teacher letter
  - A sign-off sheet for parents to acknowledge receipt of student work and to comment or respond to commentsMay be included:
  - Student work with teacher feedback as appropriate to the age and grade of the children (kindergarten exempt)
- ❖ **Friday Folder Memo:**  
The Friday folder memo or Community messages will be sent by administration via email and hard copies will be available in the school office. Information in the memo will include:
  - School announcements (e.g. Monthly Directors’ message and upcoming meetings and events)

## Community Communications

The primary means of distributing school announcements, updates, upcoming meetings, and events is through the Friday Folder memo or additional Community messages sent by administration. Information is sent via the OCS-families MailChimp, with hard copies available by request at the front office. School announcements are also sent through the Parent Coordinator of Communication and individual class communication groups.

## Communication Model

The Communication Model applies to all members of the Ocean Charter School community. Its purpose is to encourage school officials and community members to share in the responsibility of using effective avenues of communication, and to be clear and consistent in their communications with each other.

Whether one is providing or seeking information, communication practices at Ocean Charter School should perpetuate a climate of collegiality, mutual trust, and respect as per the Communication Protocols above. If a question or concern arises, please first speak directly with the individual(s) involved. If a parent/guardian has a concern involving a child that is not their own, the adult should speak to the parent of that child. The adult may also speak to the teacher or administration. The adult cannot confront the child directly on school grounds or at any school related activity or event. Discuss the problem or concern openly, and make every effort to work out a solution before moving up the chain of authority (i.e., from teacher to administrator to Board of Trustees).

Within the Ocean Charter School Community, there are five general areas of accountability and information:

- ❖ **Interpersonal Relationships:** Community members are encouraged to communicate openly with one another. All community members are strongly encouraged to resolve interpersonal disputes by speaking directly and respectfully with the other parties.
- ❖ **Procedures/Daily Operations:** The Executive Directors are the primary administrators of the school, and as such, is responsible for establishing procedures designed to regulate the daily operations of the school and carry out the policies adopted by the Board of Trustees. The Executive Directors shall make every reasonable effort to communicate school policies and procedures, or changes to school policies and procedures, in writing to the community. Procedural/daily operational questions can be answered by an office staff member or addressed directly with the Executive Director.
- ❖ **Pedagogy:** Pedagogical issues pertain to anything that occurs in the classroom, i.e. teaching, curriculum, classroom management, or teacher-student relationships. It is the school's goal to work with parents/guardians in resolving questions or concerns they may have about their child's educational program. **Open communication with your child's teacher is the first step in any concern you may have.** Pedagogical issues may also be addressed to the Executive Director or Assistant Director.
- ❖ **Policies and Legal Issues:** The Board of Trustees has final legal, financial, and fiduciary responsibility for Ocean Charter School, and it retains final approval over all school policies. At its discretion, the Board may delegate the development of policy recommendations to a particular committee. Questions, comments, or requests for changes regarding school policies may always be addressed directly to the Board of Trustees at one of their regular meetings.

- ❖ **Independent Charter School (District):** Ocean Charter School acts as its own district, independent from Los Angeles Unified School District (LAUSD). Ocean Charter School is not accountable to LAUSD or California Ed Code without expressed adoption of policies by the Ocean Charter School Board of Trustees. LAUSD is not the legal arm of the school and does not oversee Ocean Charter School operations, policies and procedures. This handbook, under direct supervision of the Ocean Charter School Board of Trustees, outlines all methods of resolution.

### **Ombudsperson**

A Board-appointed ombudsperson is available to assist with communication and informal dispute resolution within the school community. The ombudsperson acts as a neutral facilitator during discussions between the involved parties. Ms. Deborah Fryman is the ombudsperson. She may be contacted directly via phone at 310-621-7410 (cell) or e-mail at [dfrymanmediation@gmail.com](mailto:dfrymanmediation@gmail.com).

## **General Complaint Policy**

Ocean Charter School (the “Charter School”) has adopted this General Complaint Policy to address concerns about the Charter School generally. For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School’s Uniform Complaint Policy and Procedures. For any questions regarding the application of this Policy or the Charter School’s other policies, please contact an Executive Director.

This Policy shall be used when a non-employee complainant raises a complaint or concern about Charter School generally or a Charter School employee.

If reasonably feasible, third-party complaints shall be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the Charter School employee directly. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed:

1. The complainant begins the process by filing a written complaint using a General Complaint Form (sample below) with the Executive Directors as soon as possible after the events that give rise to the complainant’s concerns. The written complaint shall set forth in detail the factual basis for the complaint;
2. An Executive Director (or designee) shall use their best efforts to ascertain the facts relating to the complaint. When applicable, an Executive Director (or designee) shall confer with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) shall take appropriate action to resolve the concern. In the event the complaint is against an employee of the Charter School, the Executive Director (or designee) may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may counsel or reprimand employees as to their conduct without initiating formal

disciplinary measures. The Executive Director's (or designee's) decision relating to the complaint shall be final.

4. If the complaint is about one of the Executive Directors, the complainant may file their complaint by using a General Complaint Form (sample below) and sending it to the other Executive Director, who will then conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School. If the complaint is against both Executive Directors, the complainant may file their complaint with the Chair of the OCS Board. An Executive Director, Chair or investigator will report the findings to the Board, in closed session for review and further action, if necessary.
5. An Executive Director or Chair shall draft a written response to the complainant indicating that the matter has been investigated and sufficiently addressed. If appropriate, the response may include general details about the manner of the resolution, but at all times employee and student privacy rights shall be maintained. No response may include any details about adverse action taken against a student or employee.
6. The Executive Director's (or Board Chair's, if the complaint is against the Executive Directors) decision relating to the complaint shall be final unless it is appealed to the Board of Trustees. The decision of the Board shall be final.

#### General Assurances

Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.

Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board, Executive Director, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

### General Complaint Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s):  
\_\_\_\_\_

Name of Person(s) this complaint is about (if known and applicable):  
\_\_\_\_\_

List any witnesses that were present:

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Where did the incident(s) occur?

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Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (*e.g.*, 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):

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I hereby authorize the Charter 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. Employees providing false information in this regard could result in disciplinary action up to and including termination.

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Signature of Complainant

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Date

---

Print Name

To be completed by Charter School:  
Received by:

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Print Name

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Date

## Complaints Concerning a School Official

The following definitions and Complaint Policy relates specifically to complaints concerning a school official.

- A “complaint” is a request for resolution by a community member, regarding the actions or inactions of a school official as it relates directly to that community member. A complaint is not a challenge of an existing school policy, or a request for new school policy.
- A “school official” is a non-OCTA faculty member, OCS employee, OCS Board of Trustees member, or OCS Committee Chair.
- An “OCTA” faculty member is an Ocean Charter Teachers Association union member, and follows a specific complaint process as described in Article 12 of the union contract.
- The OCS “Hearing Board” is a panel of 2-4 Board members appointed by the Board of Trustees, with

the mission of providing a fair and impartial hearing of any formal complaint against a school official's actions or inactions as related to implementation of school policies and procedures.

- The OCS "Ombudsperson", appointed by the OCS Board of Trustees, is available to assist with communication and informal dispute resolution within the school community. The Ombudsperson acts as a neutral facilitator during discussions between the involved parties. It is strongly encouraged that the community member consults with the OCS Ombudsperson to assist in achieving direct resolution with a school official (see above for contact info).

This OCS Complaint Policy only applies where the Parent/Student Handbook does not specify a different complaint/appeal procedure for a given topic.

### **Direct Resolution to Complaint Concerning a School Official**

- ❖ Community members are encouraged to follow the guidelines of our communication model and seek direct resolution to the issue. To the extent possible, the community member should address their questions directly to the other party(ies) involved. When responding to questions relating to the implementation of school policy or pedagogy, school officials should explain to the community member what the policy or pedagogy is and how it is implemented.
- ❖ If a community member is not satisfied with the response, or direct resolution is not possible, the community member may choose to speak to the OCS Administrative staff for clarity or explanation of OCS school policy or procedures as they relate to the issue of the complainant. To initiate this communication, a **parent request form** (available in either office) should be submitted stating the question or clarification needed as it relates to the issue.
- ❖ OCS recommends that the Ombudsperson be contacted to neutrally facilitate communication between the involved parties for direct resolution or for assistance in the resolution process.

### **Formal Resolution to a Written Complaint Concerning a School Official**

- ❖ Before making any formal complaint, community members are encouraged to follow the guidelines of the OCS Communication model and seek direct resolution to the issue using the assistance of the OCS Ombudsperson as needed.
- ❖ If direct resolution is not achieved, community members may submit a written complaint to the OCS Executive Director as a request for formal resolution. A **complaint form** is available in either office and must be completed and submitted with any parent request forms and any documentation relating to the issue.
- ❖ The OCS Executive Director has the discretion to overrule, modify, or sustain any previous school official's action, as it relates to the day-to-day operations of the school and the implementation of OCS policies. In any case, the Director shall provide an explanation of his or her decision on the matter. Community members may request the Director's resolution in writing.



## **Appeal of Executive Director's Ruling on the Formal Complaint Concerning a School Official**

- ❖ If a community member wishes to appeal the formal resolution set forth by the Executive Director, they may request a review by the OCS Board of Trustees' Hearing Board Chairman. This request is initiated by the community member submitting a copy of the written complaint form, parent request forms, related documentation, and a copy of the written decision of the Executive Director to the Hearing Board Chairman within 5 business days after receiving the Executive Director's decision (either orally or in writing).
- ❖ The Hearing Board, a Standing Committee of the Board of Trustees shall review the submitted evidence and determine whether to hold a hearing or to review the decision based on the submissions. If the OCS Hearing Board determines to hold a hearing, the hearing will be scheduled as soon as practicable.
- ❖ Once the Hearing Board has completed its review (including any hearing), the Hearing Board will provide a written decision as soon as practicable. The Hearing Board's ruling shall direct what action if any, should be taken to resolve the complaint. The Hearing Board's determination shall be final and binding.

## **Complaints Concerning a Full-Time Teacher**

Teachers who are members of the Ocean Charter Teacher Association, CTA/NEA, are covered by the Parent Complaint procedure delineated in Article 12 of the OCTA contract with Ocean Charter School (see below).

### **OCTA contract Article 12 – PARENT COMPLAINTS**

12.1 Complainants shall first attempt to resolve the complaint informally with the involved employee. Within seven (7) school days an informal meeting shall be arranged between the complainant and the employee. A third party may be present to assist in facilitating the meeting.

12.2 In the absence of informal resolution of a parent complaint, the complainant may, within seven (7) school days of the informal meeting, direct the complaint, in writing, to the employee's supervisor who shall hear the complaint.

a. Within three (3) school days following receipt of a parent complaint, the supervisor shall notify the involved employee of the complaint.

b. The supervisor shall investigate the complaint, providing both parties with every opportunity for explanation, comment, and presentation of facts as a basis for assessment and resolution.

c. The supervisor shall present the proposed outcome to the parties within ten (10) school days.

12.3 If either the complainant or the employee wishes to appeal the decision of the supervisor he/she shall forward the complaint, in writing, to the Board Chairman or designee with a written request for review of the decision within six (6) school-days. A copy of this request for review shall be sent to the other party concerned. The decision of the Board of Trustees shall be final and binding on all parties.

12.4 No adverse action shall be taken against a teacher, nor any notation placed in their personnel file, based on an anonymous complaint or a complaint not properly submitted in writing.

## Uniform Complaint Policy and Procedures

Ocean Charter School (“OCS”) complies with applicable federal and state laws and regulations. OCS 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 that they are assigned to investigate.

### Scope

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, 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; and
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education 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;
  - Every Student Succeeds Act;
  - Migrant Education Programs; and/or
  - School Safety Plans.
- (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 the charter school 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.
  - ii. 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.
  - iii. 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 and complaints regarding local control and accountability plans ("LCAP") only, 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 Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If OCS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, OCS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by OCS 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 school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) 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.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 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 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.

OCS 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 and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. OCS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, OCS will attempt to do so as appropriate. OCS may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. OCS shall ensure that complainants are protected from retaliation.

### Compliance Officer

The Board of Trustees designates the following compliance officer(s) to receive and investigate complaints and to ensure OCS's compliance with law:

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 Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair of the OCS Board of Trustees.

### Notifications

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this policy may be made available on OCS's website. OCS shall annually provide written notification of OCS's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties as applicable.

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

### The annual notice shall include the following:

- (a) 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 office, 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 the OCS 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 section "Scope," above. Compliance officers 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 alleging unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or 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 Trustees 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 fess or LCAP compliance 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, OCS 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 OCS'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 his/her representative to repeat the complaint orally.

The complainant and/or his/her 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 OCS's investigator with documents or other evidence related to the allegations in the complaint, or a 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.

OCS'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 unless the timeframe is extended with the written agreement of the complainant. OCS's decision shall be in writing and sent to 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 OCS's decision within thirty (30) calendar days to the CDE except when OCS has used its UCP to address complaints that are not subject to UCP requirements.
5. Procedures to be followed for initiating an appeal.

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 OCS'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 OCS's decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving OCS's decision. The appeal shall be accompanied by a copy of the complaint filed with OCS and a copy of the Decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision, 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.

Upon notification by the CDE that the complainant has appealed OCS's decision, the Executive Director 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.
5. A copy of OCS's complaint procedures.
6. 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 OCS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which, through no fault of the complainant, OCS has not taken action within sixty (60) calendar days of the date the complaint was filed with OCS.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of OCS'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 OCS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## 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"/> Adult Education            | <input type="checkbox"/> After School Education and Safety                                    | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education  | <input type="checkbox"/> Consolidated Categorical Aid   | <input type="checkbox"/> Career/Technical Education        |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition  | <input type="checkbox"/> Foster/Homeless Youth             |
| <input type="checkbox"/> Migrant Education          | <input type="checkbox"/> No Child Left Behind Programs  | <input type="checkbox"/> Regional Occupational Programs    |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> Every Student Succeeds Act Prog.                                     | <input type="checkbox"/> Tobacco-Use Prevention Education  |
| <input type="checkbox"/> Pupil Fees                 | <input type="checkbox"/> State Preschool  | <input type="checkbox"/> Lactating Pupils                  |
| <input type="checkbox"/> Bilingual Education        | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Economic Impact Aid               |
|   |   | <input type="checkbox"/> Juvenile Court Pupils             |

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



## Admissions

Admission to Ocean Charter School is open to any child who resides in the state of California. There are no entrance tests or requirements. Open spots for all grades are allocated by random, public lottery. Ocean Charter School follows a strict age requirement for entry to Transitional Kindergarten (aged 5 years old on or before April 2<sup>nd</sup> after school entry), Kindergarten (aged 5 years old on or before May 31<sup>st</sup> of the calendar year of entry) and 1<sup>st</sup> grade (aged 6 years old before May 31<sup>st</sup> of the calendar year of entry). The May 31<sup>st</sup> cut-off policy serves as a guideline for placement in 2<sup>nd</sup> through 8<sup>th</sup> grades as well.

Admission applications are available each year beginning in October for admittance the following Fall. Admission information and related dates are posted on the school's website at [www.oceancs.org](http://www.oceancs.org).

## Educational Records and Student Information Policy

The Board of Trustees of Ocean Charter School ("OCS"), a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by OCS.

### I. DEFINITIONS

#### 1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by OCS or by a party acting for OCS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended;
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any

other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- b. In the case of a person who is employed by OCS but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at OCS;
- e. Records that only contain information about an individual after he or she is no longer a student at OCS; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

## **2. Personally Identifiable Information**

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who OCS reasonably believes knows the identity of the student to whom the education record relates.

## **3. Directory Information**

OCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of OCS' annual notice provided

pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”). OCS has designated the following information as directory information:

- Student’s name
- Student’s address
- Parent/guardian’s address
- Telephone listing
- Student’s electronic mail address
- Parent/guardian’s electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

**4. Parent**

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

**5. Eligible Student**

Eligible student means a student who has reached eighteen (18) years of age.

**6. School Official**

A school official is a person employed by OCS 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 Board of Trustees of OCS. A school official also may include a volunteer or an independent contractor outside of OCS who performs an institutional service or function for which OCS would otherwise use its own employees and who is under the direct control of OCS 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.

**7. Legitimate Educational Interest**

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.

## **II. DISCLOSURE OF DIRECTORY INFORMATION**

At the beginning of each year, OCS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that OCS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify OCS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

## **III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS**

At the beginning of each school year, in addition to the notice required for directory information, OCS shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA; and
4. File with the U.S. Department of Education a complaint concerning alleged failures by OCS to comply with the requirements of FERPA and its promulgated regulations.
5. Request that OCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that OCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within ten (10) business days, OCS shall comply with the request.

##### **1. Copies of Education Records**

OCS will provide copies of requested documents within ten (10) business days of a written request for copies. OCS may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

##### **2. Request for Amendment to Education Records**

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

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

OCS will respond within thirty (30) days of the receipt of the request to amend. OCS' response will be in writing and if the request for amendment is denied, OCS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

##### **3. Hearing to Challenge Education Record**

If OCS denies a parent or eligible student's request to amend an education record,



the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Executive Director of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by OCS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Executive Director or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, OCS' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the OCS decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, OCS decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of OCS, or both. If OCS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

## **V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION**

OCS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

OCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. OCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the OCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

OCS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. OCS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, OCS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the OCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by OCS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by OCS.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by OCS with respect to that alleged crime or offense. OCS may disclose the final results of the disciplinary proceeding, regardless of whether OCS concluded a violation was committed.

## **VI. RECORD KEEPING REQUIREMENTS**

OCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of OCS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of OCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, OCS officials with a legitimate purpose of inspecting the records, a party with

written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, OCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of OCS.

Student cumulative records may not be removed from the premises of the OCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Trustees at a duly agendized meeting. Employees who remove student cumulative records or other student records from the OCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

## **VII. COMPLAINTS**

Parents and eligible students have 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 is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5920

## **Non-Discrimination Statement**

Ocean Charter School (“OCS”) does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

OCS 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”).

OCS is committed to providing a work and 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 in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). OCS 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. OCS 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 OCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. OCS 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 OCS Uniform Complaint Procedures (“UCP”) Compliance Officer:

Ms. Kristy  
Executive Director  
mskristy@oceancs.org  
310-827-5511

## **Child Abuse Reporting Policy**

Ocean Charter School employees are required by law to report any suspected child abuse to the Department of Children and Family Services (1-800-540-4000) for investigation. These reports are confidential, and staff cannot provide any specific information regarding reports to parents/guardians. Complaints filed by parents/guardians will be referred to local law enforcement for investigation.

## **Charter Transparency Resolution**

Ocean Charter School is a charter public school governed by a nonprofit Board of Trustees and overseen by the Los Angeles Unified School District. On January 12, 2016, the LAUSD board voted to approve a Board Resolution, “Keeping Parents Information: Charter Transparency” which was passed with the support of the LA charter community. The resolution highlighted information and data that charter public schools share with parents through their charter petitions, School Accountability Report Cards, Local Education Agency Plans, Local Control Accountability Plans, Annual Audits, and other publicly available documents.

This information is available from Ocean Charter School electronically or manually by parent request. Per Board resolution, parents may request this information in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code.

### **Resources:**

- Charter Petition
- School Accountability Report Card
- 2015 California Assessment of Student Performance and Progress
- Local Education Agency Plan
- Local Control Accountability Plan
- Audited Financial Statements

### **Safety and Facilities**

- Health and safety plans and procedures
- School facility assessment

## **Curriculum and Instructional Focus**

- Local Education Agency Plan
- Instructional materials
- Curriculum content

## **Staff/Faculty**

- Teacher credential status
- Qualifications of employees (including school leaders); Staff (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.) compensation scheme available upon request.
- Governance Structure and Financial Management Brown Act compliancy
- Governance structure and policies
- Any material relationships among the school, its charter management organization (CMO) and any person or entity controlling, controlled by, or under common control with the school or its CMO; As used herein, “control” has the meaning ascribed to it in Rule 405 promulgated under the Securities Act of 1933, as amended – that is, the possession, direct or indirect, of the power to direct or cause the direction of the management and policies of a person, whether through the ownership of voting securities, by contract, or otherwise.
- Audited Financial Statements
- Local Control Accountability Plan (LCAP)

## **Food Services**

- Meals offered to students
- Free and reduced-price meals are provided to students who would be eligible for them at a traditional public school

## **Admissions**

- Lottery processes (including any preferences) and enrollment deadlines
- Academic Performance (in each case, disaggregated for all numerically significant sub-groups)
- Statewide testing results
- Four-year cohort graduation rates
- Drop-out rates

## **Student Demographic Rates**

- Ethnicity
- Income-eligibility for free and reduced-price meals English Language Learner status
- Special Education, by type (detailed to the extent permitted by applicable state and federal law and as available by traditional District public schools)

## **Parent and Family Engagement Policy**

OCS believes in the importance of frequent communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for

parents, students, and staff to establish strong, meaningful, and lasting connections. This Policy is sent home with families annually, copies are posted and available in the school main office, and the Policy is posted on the OCS website. The Policy is reviewed annually by the OCS Admin/DEIBC/PC Collaborative and is updated to meet the changing needs of parents and the school.

To involve parents in the Title I program, the following practices have been established:

- Hold annual meetings at well-attended OCS events to inform parents about Title I programs
- Involve elected parents through the DEIBC/PC in the joint development and joint agreement of this policy
- Involve parents through an annual parent needs assessment conducted in collaboration with Admin/DEIBC/PC

OCS informs parents about Title I requirements and about the right of parents to be involved in the Title I program annually at Parent meetings or another highly attended parent event at the beginning of each school year. The school offers a flexible number of meetings for Title I parents, such as Parent meetings/Open House and the Directors' Teas. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent involvement policy.

#### **How does the school involve parents?**

OCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent involvement policy through elected parent representation at OCS Board Meetings. Furthermore, documents are translated into languages that parents understand whenever possible. Finally, parents are involved through an annual parent needs assessment survey conducted.

#### **How does the school provide the information?**

OCS provides parents of Title I students with timely information about Title I programs as appropriate through the Title I meetings at Parent meetings, Open House, and the Directors' Teas. Also, OCS provides parents information through various OCS parent nights and events. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. OCS provides an explanation of the curriculum used in the school through school communications, Parent evenings, parent/teacher conferences, etc. Assessments used to measure student progress and the proficiency levels students are expected to meet are discussed with parents at parent/teacher conferences as well as explained through school communications and other communications from the school about CAASPP, ELPAC and other state-mandated assessments. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

#### **How does the school provide the opportunities?**

OCS provides regular opportunities for parents to participate in decisions relating to the education of their children through Board meeting representation, various parent nights and information sessions, as well as through the regularly scheduled Directors' Teas.

The school engages Title I, parents in meaningful interactions with the school. The OCS Parent Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Assistance for parents in understanding the state's academic content standards, assessments and how to monitor and improve the achievement of their children is provided through information on the OCS school web page, through scheduled parent/teacher conferences, through the OCS parent nights and

information sessions, as well as through formal communications regarding state-mandated assessments and score reporting.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

OCS provides Title I parents with materials and training to help them work with their children to improve their children's achievement through regularly scheduled parent/teacher conferences, and annual parent information/education nights on topics such as mathematics and English/Language arts.

With the assistance of Title I parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

OCS educates staff members in the value of parent contributions and in how to work with parents as equal partners through school communications, emails, and the sharing of resources regarding parent engagement at faculty/staff meetings.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent meetings, to encourage and support parents in more fully participating in the education of their children.

OCS coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as OCS parent education/information sessions, events, and math/literacy related events to encourage and support parents in more fully participating in the education of their children.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in English, Spanish, and Japanese.

The school provides support for parental involvement activities requested by Title I parents through the Board, DEIC/PC/Admin collaborative and annual online parent survey.

The school provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

## **Education for Homeless Children and Youth Policy**

Ocean Charter School ("OCS" or the "School") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth 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 School Liaison.

### **School Liaison**

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

The School Liaison shall ensure that the following requirements are fulfilled by the School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the OCS.
2. Homeless students enroll in and have a full and equal opportunity to succeed at OCS.
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 (“IDEA”); and referrals to health care services, dental services, mental health services, 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, OCS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.

9. The 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 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) 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/>

### **Enrollment**

OCS shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

OCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the OCS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to School’s capacity and pursuant to the procedures stated in the School charter and Board policy),

pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. the parent/guardian shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

OCS shall administer a housing questionnaire for purposes of identifying homeless children and youth. OCS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. OCS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at OCS. 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 the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at OCS and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. OCS 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.)

### **Professional Development**

All administrators, teachers and employees of OCS, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in OCS such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- School nutrition programs

### **Transportation**

In the event that OCS provides transportation services to all OCS students, OCS shall provide comparable transportation services to each homeless child or youth attending OCS, as noted above. (42 U.S.C. § 11432(g)(4).)

If OCS does not otherwise provide transportation services to all OCS students, OCS shall ensure that transportation is provided for homeless students to and from OCS, at the request of the parent or guardian (or School Liaison). (42 U.S.C. § 11432(g)(1)(J).)

### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while enrolled at the Charter School. This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children; (3) that homeless children and youth shall be provided comparable services; and (4) that homeless children should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

### **Annual Policy Review**

OCS shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

### **School Website Posting**

OCS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

## **Section 2: Academic Progress and Student Discipline**

## **Academic Progress**

### **Parent-Teacher Conferences/Intervention Conferences**

Parent-teacher conferences and intervention conferences take place each year. To allow time for these conferences, a week in November, and two days in March will be early dismissal conference days. Please refer to the school calendar for more information. Copies of progress reports will be emailed to legal parents and guardians after the conference week. Additionally, at the end of the school year, End of Year reports for each student will be emailed to legal parents and guardians. Hard copies of reports can be requested from the front office.

### **Promotion/Retention Policy**

OCS considers retention carefully and in consultation with the full team of teachers, administrators, parents, and, when appropriate, the student. Multiple factors are considered, including but not limited to: standardized test scores, internal assessments, teacher assessments, student work, social-emotional factors, student age, relationships with peers, behavior, indicators of child's developmental stage, and attendance. Every effort is made to support students progressing with their class, including giving instructional support during the school day and after school when possible, collaborating with families in a community of care, and school-based counseling, when appropriate. Decisions on retention are ultimately made in the best interest of the student as a whole human being- academically, social-emotionally, and developmentally.

### **Student Support and Progress Teams (SSPT)**

SSPTs are a formal way to address concerns administrators, teachers, or parents/guardians have regarding a student. SSPTs can address social, academic, or behavioral concerns. A SSPT consists of the class teacher, parents/guardians, administrator and/or other suitable staff members (e.g., teachers or staff with appropriate expertise or special knowledge of the student or situation). Depending on the child's age and the situation, the child may be a member of the SSPT.

During a SSPT meeting, participants explore the issue of concern, strategies used previously to address the issue, and brainstorm future strategies. SSPT meetings may result in the creation of either a Student Success Plan or a Student Behavior Contract. Both options can include strategies to be implemented by teacher, administration, parent/guardian, and/or student.

A Student Success Plan describes strategies that will be implemented to help the student improve in specific academic areas and, in some cases, includes a behavior contract. The Student Success Plan also includes goals and benchmarks for student achievement, time frames for progress, and dates for follow-up meetings. If sufficient progress is not noted following the successful implementation of a Student Success Plan, then the student may need to be evaluated for possible special education support.

A Student Behavior Contract includes a list of targeted behaviors to improve, behavior goals, teacher strategies, support strategies, and responsibilities for parents/guardians, as well as a time frame for change, and a date for a review meeting. All parties sign the behavior contract. If the targeted behaviors have not improved by the review meeting, then the student will be placed on probation until his or her behavior goals have been reached.

SSPT request forms are available at the school office. Parents/guardians may request a SSPT meeting after having met with their classroom teacher and/or administrator regarding their concerns.

## Special Education Services

California state law requires all charter schools to identify and assist students with academic, physical, or social/emotional issues that may impede their school performance. Ocean Charter School contracts with LAUSD for special education services. LAUSD also manages the school's compliance with special education law and coordinates testing and scheduling.

Ocean Charter School utilizes a multi-step process to assist our staff in better identifying and meeting the needs of underachieving students, beginning with a discussion of the teacher's concerns at the weekly faculty meetings. During the faculty meeting, a teacher may consult with his or her colleagues and explore strategies to support the student's success. If academic, behavioral, or social/emotional concerns continue, the teacher (or parents/guardians) may request a SSPT meeting to address them. Supports may include academic Intervention services, a behavior support plan, and/or informal counseling. If sufficient growth is not noted after several SSPT meetings, including documented progress, then the team may consider the possibility of formal assessment to determine if the student qualifies for special education services.

If your child has previously received special education services and has an Individualized Education Plan (IEP), and/or has been served under a Section 504 Accommodation Plan at another school, it is the responsibility of the parent/guardian to notify Ocean Charter School and provide copies of these documents upon enrollment. If you have indicated in the school's enrollment packet that your child has an IEP or a Section 504 plan, our special education teachers will contact you to discuss continued services.

## Classroom Transfer Policy

Ocean Charter School is committed to providing a quality education for every student that enrolls in the school. Ocean Charter School is designed for teachers to inspire and learn from each other just as our classrooms are set up for the students to inspire and learn from each other. No two teachers are alike, nor are they expected to be, even when teaching the same grade.

The administration and the faculty make all class placements. Foremost, student placements are made to maintain balance within the classroom with respect to the number of students, ages, gender, and individual needs. When a class is initially formed in grade one, the goal is to create a class community of students that will remain together until 8<sup>th</sup> grade graduation. Each individual class essentially becomes a family. The class teacher will ideally remain with their class of students for years, unless it is determined by the administration or faculty that a change is in the best interest of the class.

As a parent, if your children are multiple birth siblings (e.g. twins, triplets, etc.) assigned to the same grade, you may request that they be placed in either the same classroom or in separate classrooms. Your written request must be submitted within two days of the OCS acceptance of your children.

Generally, the philosophy of the school is not to transfer students away from the family, or class community. The only exception is in the case of a student requiring a change in grade level. If a student transfers classes, it affects the social climate of the school as a learning organization and should not be regarded lightly. **Therefore, no classroom transfers will be made within the same grade level.**

## First Grade Class Formation

Each year, the Kindergarten classes are mindfully placed to achieve a balance with respect to gender, diversity, and student needs to form the First Grade class communities. Together, the Kindergarten teachers and administration strive to the extent possible to form balanced class communities. Given the desire to create a balance, friends cultivated in the Kindergarten can become separated when the First Grade classes are formed, causing disappointment. Student groupings from each of the Kindergarten classes are not necessarily placed together. Once the First Grade classes are formed, student placements are not changed and the class communities ideally remain together through eighth grade graduation.

## Statewide Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

### CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

**Who takes these tests?** Students in grades 3–8 and grade 11.

**What is the test format?** The Smarter Balanced assessments are computer-based.

**Which standards are tested?** The California Common Core State Standards.

### CAASPP: California Alternate Assessments (CAAs) for ELA and Math

**Who takes these tests?** Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

**What is the test format?** The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

**Which standards are tested?** The California Common Core State Standards through the Core Content Connectors.

### CAASPP: California Science Test (CAST)

**Who takes the test?** Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

**What is the test format?** The CAST is computer-based.

**Which standards are tested?** The California Next Generation Science Standards (CA NGSS).

### **CAASPP: California Alternate Assessment (CAA) for Science**

**Who takes the test?** Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

**What is the test format?** The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

**Which standards are tested?** Alternate achievement standards derived from the CA NGSS.

### **CAASPP: California Spanish Assessment (CSA)**

**Who takes the test?** The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

**What is the test format?** The CSA is computer-based.

**Which standards are tested?** The California Common Core State Standards en Español.

### **ELPAC**

**Who takes the test?** Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

**What is the test format?** Both the Initial and Summative ELPAC are computer-based.

**Which standards are tested?** The 2012 California English Language Development Standards.

### **Alternate ELPAC**

**Who takes the test?** Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

**What is the test format?** Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

**Which standards are tested?** Alternate achievement standards derived from the 2012 California English Language Development Standards.

### **Physical Fitness Test**



**Who takes the test?** Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

**What is the test format?** The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

**Which standards are tested?** The Healthy Fitness Zones, which are established through the FITNESSGRAM®.

## School Climate and Student Discipline System

Ocean Charter School's positive student discipline philosophy is designed to ensure our commitment to providing all students with a rigorous and arts integrated public Waldorf educational program. The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. The entire community of students, parents, teachers, and staff work together to cultivate a safe and positive school environment where all students can thrive. OCS seeks to create a culture of positive discipline that includes high expectations for student behavior. The expectations for student behavior are outlined in the Student Code of Conduct.

### Student Code of Conduct

#### Rights and Responsibilities

##### Student Rights

<sup>[L]</sup><sub>[SEP]</sub> Ocean Charter School students have the right to:

- Be treated with compassion. <sup>[L]</sup><sub>[SEP]</sub>
- Be themselves; no one will treat them unfairly because they are different. <sup>[L]</sup><sub>[SEP]</sub>
- Be safe; no one will physically or verbally abuse them. <sup>[L]</sup><sub>[SEP]</sub>
- Hear and be heard; no one interrupts when it is time to listen or concentrate.
- To learn; no one will distract or undermine the objectives of the teacher.

##### Student Responsibilities

Ocean Charter School students are expected to:

- Demonstrate respect for and cooperate with all adults at school.
- Be in class on time and prepared to do work.
- Treat classmates and schoolmates with respect, both in the classroom and on the playground.
- Complete all assignments in a timely manner, both in class and at home, to the best of their abilities.
- Follow all school rules and behavior codes, including no fighting, threatening, or bullying.
- Accept responsibility and the consequences for their choices.

- Contribute to creating an atmosphere where school is a place to feel safe and <sup>[L]</sup><sub>[SEP]</sub>supported in the learning process.
- Treat our school environment with respect.
- Participate in classroom activities.
- The expectations for parent behavior are outlined in the Parent Code of Conduct.

## **Parent Code of Conduct - Family Responsibilities**

Ocean Charter School parents/guardians are expected to:

- Take responsibility for the behavior of their child as determined by law, community practice, and school expectations.
- Participate in and support school activities.
- Teach their child to be respectful of others and reinforce school expectations.
- Model positive, respectful, and appropriate Charter School behavior.
- Teach their child that behavior has consequences.
- Discuss feedback on progress with their child.
- Communicate and share information and insights with their child's teacher.
- Work courteously and cooperatively with the Charter School to assist their child in meeting the academic and behavioral expectations of the school.
- Respectfully express their concerns

## **School-wide Positive Behavior Support**

School-wide expectations for behavior are communicated and reinforced in each classroom by the teacher, with support of staff, administrators, and parents/guardians. The school wide expectations for behavior are supported by a strong sense of community and desire for harmony within each individual classroom community. OCS uses a consistent behavioral management approach to reinforce positive behavioral choices and set clear limits in the classroom, and on the playground. This system involves setting clear behavioral expectations on campus and providing various interventions to prevent student misbehavior and promote positive decision-making. To account appropriately for developmental differences among grade levels, differentiated systems for TK/K, grades 1-2, grade 3, grades 4-5, and 6-8 are in place. Teachers within each grade loop are empowered to develop and adjust systems for the grade loop in response to student need. Key components will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 3) Reflection by students with age appropriate guidance from adults, on decisions that do not promote safety and learning; 4) Various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; 5) A consistent manner of communicating regularly with parents regarding student behavior. <sup>[L]</sup><sub>[SEP]</sub>Upon enrollment and at the beginning of each school year, OCS families will receive a copy of the Parent/Student Handbook, including the Charter School's discipline policy.

## Tiered Behavior Intervention

Rudolf Steiner, creator and founder of the first Waldorf School in Stuttgart trained the teachers about imparting discipline, amongst other topics through a series of lectures and quotes. Steiner strongly emphasized the importance of the habit life and the need for the teacher to provide a healthy rhythm and routine in the classroom.

“You cannot have the proper effect upon the child’s will when you tell the child just once what is right, but only when you allow the child to do something today, tomorrow and the next day. The proper action does not at all lie in reprimanding the child or giving the child rules of morality, but in guiding the child to something that you believe will awaken a feeling for what is right and allowing the child to repeat this. You must raise such deeds to habit. The more things remain as unconscious habit, the better it is for the development of feeling. The more the child becomes aware of the need to do deeds out of devotion to repetition, because they should and must be done, the more you elevate these to true will impulses.” – Rudolf Steiner <sup>[1]</sup><sub>[SEP]</sub>

\*Please note: Physical activity during the school day will not be withheld as punishment for any reason, unless there is a safety concern.

### Tier I – Preventative Discipline

OCS supports a tiered behavior intervention that begins with the relationship between the teacher and his/her class. The relationship the teacher develops with the students is crucial because it is ideally a multiple year journey they embark on together. Their course will be much smoother if the student has developed an inner feeling for the teacher’s loving authority. All preventive discipline is centered around this relationship and the relationship of the student to his/her classmates and ultimately to himself/herself. The importance of the teacher’s loving authority is paramount.

#### OCS Teachers:

- Model appropriate behavior
- Serve as “Loving Authority” figures
- Create a relationship with the students and strive to become worthy of emulation
- Are the primary “ego” presence of the class
- Create a daily, weekly, and seasonal rhythm and routine
- Create developmentally age appropriate songs, clapping games, verses, poems, or play the recorder or chimes to assist students with transitions, and moving from one activity to another
- Communicate non-verbally as much as possible when a student is becoming restless (e.g. a tap on their desk, or a hand signal for silence)
- Model effective teaching
- Practice “looping” (ideally remain with the same class for multiple years)
- Establish a healthy relationship with each individual student
- Set clear and definitive boundaries with regard to activities in the class
- Ensure students are well aware of what is expected of them
- Give clear and concise direction to students at all times during the day
- Ensure boundaries are consistently followed at all times

- Instill a culture of discipline
- Expect students to follow the Student Code of Conduct
- Strive to find fairness in all direction and boundaries as well as in the enforcement of consequences
- Regularly practice the art of Council, an LAUSD best practice for fostering classroom cultures where students connect meaningfully with peers and adults. Council practice supports students in all groups because it's very focus on building each students' ability to speak and listen from the heart and to solve problems non-violently and proactively
- Work collaboratively as a team with parents, colleagues, and administration

## **Tier 1I - Responsive Discipline** <sup>[1]</sup><sub>[SEP]</sub>

There will be occasions when a student acts out in such a way that immediate and responsive discipline is necessary. When a student is rude, physically or verbally abusive, defiant, uses profanity, lies, steals, or bullies, more direct disciplinary methods are required. Responsive discipline is specifically tailored to meet the development, age, and temperament of the individual student. Direct and responsive methods of discipline include:

- Conflict resolution
- Making a card/picture as a way of recognizing and, if sincere, apologizing for what they have done
- Peer mediation
- Taking a "break"
- Warning(s)
- "Visiting" another classroom
- Completing a Self-Reflection sheet
- Office referral
- Discipline Incident report completed and parent informed
- Parent conference
- SST referral and meeting
- Referral to OCS counselor
- Meeting with administrator
- Loss of privileges
- Detention
- Regular check-in as needed
- Behavior Intervention contract

## **Tier 1II - Intensive Discipline** <sup>[1]</sup><sub>[SEP]</sub>

When a student repeatedly displays serious behaviors, such as, violence, theft, lewd or indecent behavior, hateful speech, or any dangerous or illegal activity, more intensive discipline is required. If the student engages in serious behaviors with little positive response to Tier II responses, one or more of the following actions will be implemented:

- Parent/student conference
- SST meeting(s)

- Referral to OCS counselor
- Daily Behavior Intervention contract
- Daily check-in with administrator
- “Visiting” another classroom for a prolonged period of time
- Detention
- Loss of privileges
- Multi-agency partnerships and intensive skills training
- Additionally, the following responses can be considered:
- In-school suspension
- Out-of-school suspension
- Expulsion

## **Professional Development**

OCS faculty and staff participate in annual Professional Development training prior to the start of each Charter School year, including a review of the general discipline philosophy, policies, codes of conduct, tiered behavior intervention, and strategies, as well as ongoing trainings (e.g. Practice of Council, Conflict Resolution, Non-Violent Restraint, etc.) throughout the Charter School year as needed.

## **In-School Suspension**

If deemed appropriate, OCS will use In-School Suspension for Tier III behaviors. The maximum number of days of in-school suspension will not exceed three days per incident and ten days in one academic year.

## **Suspension and Expulsion**

OCS students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to Charter School activity or attendance while on the school grounds, while going to or coming from Charter School, during the lunch period whether on or off campus, and during or while going to or coming from a Charter School sponsored activity.

### **Suspension**

OCS has reviewed Education Code Section 48900, which describes the non-charter schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900. OCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. OCS 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 Charter School property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

EDUCATION CODE, SECTION 48900: A student who has committed the following acts will be suspended, and may be subject to expulsion. :

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

(a)(2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion. <sup>§ 48900.1</sup> (f) Caused or attempted to cause damage to Charter School property or private property. (g) Stole or attempted to steal Charter School property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(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 Section 11014.5 of the Health and Safety Code.

(2) Except as provided in Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen Charter School property or private property.

(m) Possessed an imitation firearm. As used in this section, means 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.

(n) Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization of 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 subdivision, "hazing" does not include athletic events or Charter School- sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one of more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, 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.

(i) A message, text, sound, or image.<sup>[[SEP]]</sup>(ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph.

(1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or

more of the effects listed in paragraph (1). “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.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “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. (B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.

(s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to Charter School activity or Charter School attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

### **Expulsion**

Pursuant to Education Code 48915, the Ocean Charter School Executive Director, or Director, shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director, or Director finds that expulsion is inappropriate, due to the particular circumstances:

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

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

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The Executive Director or Director shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm (2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.



(5) Possession of an explosive.

The Board of Trustees for Ocean Charter School shall order a student expelled upon finding that the student committed any of these five acts, and shall refer that student to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate students who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the student at the time of expulsion.

As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

As required by The Gun Free Schools Act (GFSA), a student who is determined to have brought a weapon to school without will be expelled from school for a period of not less than one year.

## **Out-of-School Suspension Procedures**

### **Position(s) Authorized to Suspend Students**

Ocean Charter School shall comply with Education Code 48900. Pursuant to that statute, a student shall not be suspended from school or recommended for expulsion, unless the Executive Director or Director or his or her designee determines that the student has committed an act as defined pursuant to any of subdivisions (a) to (r) of 48900, inclusive.

### **Notice to Student**

When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the Executive Director or Director and will include the student and if possible, the student's parents/guardians. During the conference, the student will have an opportunity to be heard prior to suspension.

In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension by phone and in writing within one school day. A conference with the Executive Director or Director will be held as soon thereafter as reasonably possible.

### **Notice to Parents/Guardians**

At the time a suspension is recommended, the Executive Director, or Director, or his or her designee will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, the Executive Director, or Director, or his or her designee will continue to follow up throughout the day or attempt to contact the parent

in person (for example: when the parent picks the student up from school). In addition, a written notification will be sent home within one school day. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require parents/guardians to respond to this request immediately.

### **How a parent/student may appeal a suspension decision**

Students may appeal a suspension of five or more days prior to its completion by submitting a written request to the OCS Board of Trustees' Hearing Board Chairman, and include the student's request, along with the administration's response and any reply by the student to that response. The Hearing Board, a Standing Committee of the Board of Trustees shall hear any such appeal as soon as reasonably practicable, and, if appropriate, the Hearing Board Chairman may delay service of the remainder of the student's suspension until a hearing can be conducted.

Any appeal of a suspension by the Hearing Board shall be limited to determining if the administration abused its discretion in issuing the suspension, and, if it has, what appropriate corrective measures should be taken by OCS. The student or student representative shall receive reasonable notice of the hearing and have an opportunity to present evidence or argument in support of his/her position prior to any decision by the Hearing Board as to the suspension. As an independent charter school, the Hearing Board of the Ocean Charter School Board of Trustees will make all final determinations in regards to all suspension appeals.

### **Maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year<sup>[SEP]</sup>**

The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the Executive Director, or Director, and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

Students to be suspended for three days or more will be given appropriate grade-level work to do while on suspension. Any tests that a student misses while on suspension will be completed within the first week of school after the suspension ends.

Students with disabilities are expected to follow the Student Code of Conduct specified in the OCS Parent/Student Handbook. OCS administration may remove a student with a disability who violates a Code of student Conduct from their current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 school days. If school personnel recommend a change in placement (e.g., suspension, IAES, or expulsion that would exceed 10 school days), an IEP team meeting will be held as soon as possible, but no later than within 10 school days, to determine whether the behavior that gave rise to the violation of the school code was a manifestation of the child's disability. Under the IDEA a child's conduct is a manifestation of his or her disability if: (1) the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was the direct result of the school's failure to implement the student's IEP. If the IEP team determines that the behavior was

not a manifestation of the child's disability, the school may discipline the child in the same manner in which it would discipline children without disabilities. If the discipline involves a change of placement, the new placement will be determined by the IEP team.

If the IEP team determines that the behavior was a manifestation of the child's disability, the child will be returned to the placement prior to the disciplinary action unless OCS, in collaboration with the district, and parents agree to a change in placement or the school/district has removed the child to an IAES due to behavior involving a weapon, illegal drugs, or infliction of serious bodily injury.

### **How and where the student will be provided with meaningful access to education during the term of the suspension**

<sup>[1-1]</sup>  
<sup>[SEP]</sup> Students to be suspended for three days or more will receive both daily class assignments and homework aligned to class objectives for the duration of the suspension. Teachers will send daily class assignments and homework, excluding tests and quizzes to the main office before the start of class each day of the suspension, and parents should retrieve the work daily for student completion while at home. Materials for assignments will be provided to the student, including texts, workbooks, and other worksheets. Upon return from suspension, the teacher will review assignments completed by the students to reteach material if necessary. Students will also be given the opportunity to take tests and quizzes that occurred during the suspension, under the supervision of the teacher.

### **Specific rules and procedures for suspension pending the outcome of an expulsion process and how and where students will have meaningful access to education pending the outcome of the expulsion process**

<sup>[1-1]</sup>  
<sup>[SEP]</sup> Upon a recommendation of expulsion by the Executive Director or Director, the student and the parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director, or Director upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Student suspension may be extended for up to 30 days pending expulsion hearing. The student will receive meaningful access to education during suspension, and will have an opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated teacher(s) or administrators(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

## **Expulsion Procedures**

### **Specific rules and procedures for student expulsion**

<sup>[1-1]</sup>  
<sup>[SEP]</sup>1) Prior to the recommendation of expulsion by the Executive Director or Director, the student and the student's guardian or representative will be invited to a conference to discuss the allegations against the student. After the meeting, the Executive Director or Director will inform the

student's guardians of (1) the suspension of the student, and (2) the process for the expulsion hearing, should the Executive Director or Director decide to recommend for expulsion. Should the Executive Director or Director recommend expulsion, the Charter School will provide a written recommendation to the student's guardians within five business days from the date of the suspension.

2) Upon recommendation by the Ocean Charter School Executive Director or Director, the OCS Hearing Board (a Standing Committee of the Board of Trustees, comprised of members of the Board of Trustees) shall make the final decision on a student's proposed expulsion. The Hearing Board's decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

3) Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause by the Executive Director, Director, or Hearing Board, the hearing shall be held within thirty (30) school days after the Executive Director or Director determines that the student has committed an expellable offense and recommends the student for expulsion. The Hearing Board will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing no later than three (3) days prior to the hearing. Written notice of the hearing shall be forwarded by the Executive Director or Director to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include: 1. The date and place of the expulsion hearing: 2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based: 3. A copy of OCS'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 OCS to any other school district or school to which the student seeks enrollment; 5. The opportunity for the student 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: 9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause: 10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

OCS 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 Hearing Board. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the student.

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-day 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 Hearing Board 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 Hearing Board, 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 Hearing Board may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Board 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Board may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Executive Director or Director must present evidence that the witness' presence is both desired by the witness and will be helpful to OCS. The Hearing Board member presiding over the hearing 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 hearing 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 student 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.

4) The OCS Hearing Board shall make the final decision on a student's proposed expulsion. A determination by the Hearing Board to expel must be supported by substantial evidence 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.

5) Determination by Hearing Board for Expulsion based on 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, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Board 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 student, 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 Hearing Board shall be in the form of written findings of fact. If the Hearing Board decides not to expel, the student shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Executive Director, or Director, following a decision of the Hearing Board to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Hearing Board'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; (b) Notice of appeal rights/procedures, and information regarding right to appeal; and (c) Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with OCS. The Executive Director, or Director shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

6) The records of the hearing will be maintained by OCS and a transcript will be made available upon request.

7) Right to Appeal<sup>[SEP]</sup> Parents/Guardians may appeal the expulsion decision of the Hearing Board by making a written request and submitting it to the Board of Trustees within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board of Trustees meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board of Trustees will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. All Board of Trustees members who voted on an expulsion decision of the Hearing Board will be recused from any vote or discussion by the Board of Trustees on an appeal of that decision. To uphold the expulsion decision, a Board of Trustees vote must satisfy two conditions: (1) a favorable vote by the majority of a Board quorum, and (2) at least 50% of the Board of Trustees members in attendance who did not take

place in the Hearing Board decision must vote in favor of the expulsion. The Executive Director or Director will send written notice to the student or parent/guardian of the Board of Trustees' decision within seven (7) calendar days of the appeal hearing. The Board of Trustees' decision to uphold the Hearing Board's decision to expel shall be final. Should the Board of Trustees overturn the expulsion, the student will be fully reinstated and any documentation will be expunged from the record.

### **Rehabilitation and Reinstatement/Readmission**

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which a student matriculates. Ocean Charter School's Board of Trustees shall recommend a plan of rehabilitation for the student, set to review one year from the dated the expulsion occurred. The rehabilitation plan may include periodic review, recommendations for improved academic performance, expectations for upholding school rules, acceptable attendance rate, completion of school work, counseling, community service, and/or other assessments.

Ocean Charter School shall mail written notification to parent within 30 calendar days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

## **Grounds for Suspension and/or Expulsion**

Ocean Charter School's rules and procedures for suspension and expulsion are as follows:

Students who do not adhere to the general discipline, anti-bullying, or sexual harassment policies (see above) and/or who violate school rules may expect consequences for their behavior, including but not limited to, the following discipline measures:

- ❖ Warnings
- ❖ Loss of privileges
- ❖ Notices to parents/guardians by telephone or letter
- ❖ Requests for a parent conference or Student Success Team meeting
- ❖ Suspension
- ❖ Expulsion

## **Suspension/Expulsion Procedures**

### **Informal Conference**

When a situation that calls for a student's suspension occurs, the administrative staff and appropriate teacher will conduct an informal conference, which shall include the student and the student's parents/guardians. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the

parents/guardians will be notified of the suspension, and a conference will be held as soon thereafter as reasonably possible.

### **Notice to Parents/Guardians**

At the time a suspension is recommended, a member of the administrative staff or designee will make reasonable attempts to contact the parents/guardians immediately via telephone. If they cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact them in person. (For example: when the parent/guardian picks the student up from school.) In addition, a written notice will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require the parents/guardians to respond to this request immediately.

### **Length of Suspension**

The maximum number of days of suspension for a single incident is 5 consecutive school days, unless the administration and parents/guardians agree to a longer term, or the circumstances set forth in the expulsion procedure apply. For suspensions exceeding 5 days, a second conference will be scheduled with the parents/guardians upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year, unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

### **Appeals**

To appeal the length of a suspension of five or more days, students may appeal the suspension prior to its completion by submitting a written request to the Administration that states the basis for the appeal and all facts relevant to the suspension (a "Request"). The Administration shall respond to that Request in writing within two school days. The student may further appeal his or her suspension to the OCS Board of Trustees' Hearing Board by delivering to the Board mailbox located in the school office the student's Request, the Administration's response, and any reply by the student to that response. The Hearing Board shall hear any such appeal as soon as reasonably practicable, and, if appropriate, the Hearing Board Chairman may delay service of the remainder of the student's suspension until a hearing can be conducted.

Other suspension records may be appealed by submitting a Request to the Administration within 30 days of the challenged suspension. The Administration shall respond in writing to that Request within ten school days and either grant the student's appeal or else deny the appeal and state its reasons for that decision. The student may then further appeal his/her suspension record to the Hearing Board by submitting, within five school days of receiving the Administration's response: (1) the student's request; (2) the Administration's response; and (3) a reply by the student to that response setting forth all reasons why the Administration's suspension decision should be overturned. The Hearing Board shall review the student's Request, the Administration's response, and the student's reply, and then either respond in writing to the student or, if appropriate, hold an evidentiary hearing within 30 days (or as soon thereafter as is reasonably practicable) to decide the outcome of the appeal.

Any appeal of a suspension by the Hearing Board shall be limited to determining if the



Administration abused its discretion in issuing the suspension, and, if it has, what appropriate corrective measures should be taken by the School. The student or student representative shall receive reasonable notice of the hearing and an opportunity to present evidence or argument in support of his/her position prior to any decision by the Hearing Board as to the suspension. As an independent charter school, the Hearing Board of the Ocean Charter School Board of Trustees will make all final determinations in regards to all suspension appeals.

### **Discipline of Students with Disabilities**

In the case of students with disabilities, Ocean Charter School will comply with the discipline procedures as set forth in the Individuals with Disabilities Education Act (IDEA) and the provisions set forth in the student's Individualized Education Plan (IEP).

A student who receives special education services may be suspended for a maximum of 10 school days in a school year without the school providing educational services or placing the student in an alternative educational setting. After the 10<sup>th</sup> suspension day in a school year, educational services must be provided. Additionally, if a single suspension is to last for more than 10 days, then the IEP team must hold a meeting to determine whether the misconduct is a manifestation of the student's disability. If it is not a manifestation of the student's disability, then the student may be suspended beyond 10 days.

If the IEP team determines that an alternative placement is necessary, Ocean Charter School will work with the Special Education Program Coordinator within the Local District Office that serves its geographical area to identify an appropriate alternative.

### **Discipline of Students with Section 504 Plans**

Students with Section 504 Plans will be afforded the following protections: As the student's cumulative suspensions approach a total of 10 days, a Student Success Team must meet to hold a re-evaluation meeting. The purpose of the meeting is to determine whether the misconduct of the student is caused by the student's disabling condition, and to determine whether the student's current educational placement is appropriate. If the student's Section 504 Plan and placement are appropriate, and if it is determined that the behavior is not the result of the student's disabling condition, then the school may proceed in the same manner as it would with non-disabled students.

### **Provisions for Students' Education While Suspended**

Ocean Charter School will make all reasonable arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the suspension.

### **Expulsion Hearing**

The decision to recommend expulsion of a student will be at the discretion of the Administration, while the final decision for expulsion rests with the Board of Trustees or a committee appointed by the Board of Trustees. Additionally, an expulsion may not be recommended until a Student Success Team first has had an opportunity to evaluate and review the case. Students may be recommended for expulsion if either of the following conditions exists:

- ❖ Repeated violations persist and other means of correction have been unsuccessful in bringing about an improvement in behavior.
- ❖ The severity of the violation is such that the presence of the student poses a continuing threat to the health and safety of the student body or others.

Notice of the recommendation for expulsion will be provided to the student's parents/guardians as soon as reasonably possible.

### **Due Process**

Students recommended for expulsion have a right to a hearing before the Board of Trustees or (at the Board's discretion) a committee appointed by the Board of Trustees to determine the appropriateness of an expulsion. This hearing will be conducted within a period of 30 days from the date when the Administration determines that grounds for expulsion exist. The Administration may suspend the student until this hearing without parental consent if doing so is reasonably necessary to protect the safety and well being of the student body and the school.

Parents/guardians will be notified of the expulsion hearing at least 10 calendar days before the date of the hearing. The written notification will include:

- ❖ Date, time, and place of the hearing.
- ❖ A description of facts pertaining to the incident that calls for the expulsion.
- ❖ Grounds for expulsion.
- ❖ A statement that the student and the student's parents/guardians may appear in person at the hearing, that they have the right to bring witnesses, and that they may present evidence on the student's behalf.

### **Alternative Educational Programs for Expelled Students**

If a decision is made to expel a student from Ocean Charter School, the school will work cooperatively with the student's school district of residence, county, and/or private school (if the last school of attendance) to assist with the educational placement of the expelled student. As permitted by law, Ocean Charter School will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

### **Rehabilitation**

Pupils who are expelled from Ocean Charter School shall be given a rehabilitation plan upon expulsion as developed by the OCS Board of Trustees or a committee appointed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to OCS for readmission.

### **Readmission**

Ocean Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Ocean Charter School's governing board shall readmit the pupil, unless Ocean Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

Ocean Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Ocean Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **Suspension and Expulsion Periodic Review**

Ocean Charter School's Board of Trustees, or a committee appointed by the Board of Trustees, will hold an annual review of the Suspension and Expulsion Procedures to make sure that the policies and procedures are in the best interest of the school and are aligned with the Individuals with Disabilities Education Act (IDEA). During the review, the Board of Trustees and/or a committee appointed by the Board of Trustees will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion.

## **Suicide Prevention Policy**

The Board of Trustees of Ocean Charter School ("OCS" or the "Charter School") 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 Trustees has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with OCS and community stakeholders, OCS school-employed 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 shall ensure that measures and strategies for students in grades TK-8 are age-appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. 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.

### **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 shall include the following:

1. 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. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. 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:

- a. Suicide risk factors, warning signs, and protective factors.
- b. How to talk with a student about thoughts of suicide.
- c. 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.
- d. 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.
- e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
- f. 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/>.
- g. 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:
  - i. Youth affected by suicide.
  - ii. Youth with a history of suicide ideation or attempts.
  - iii. Youth with disabilities, mental illness, or substance abuse disorders.
  - iv. Lesbian, gay, bisexual, transgender, or questioning youth.

- v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
  - vi. Youth who have suffered traumatic experiences.
4. 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:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors).
  - f. How to identify youth who may be at risk of suicide.
  - g. 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.
  - h. Charter School-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.
  - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
  - j. Responding after a suicide occurs (suicide postvention).
  - k. Resources regarding youth suicide prevention.
  - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
  - m. 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.

### **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.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the OCS Web page.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. 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.

### **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.

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. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider 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:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.

- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding OCS's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, 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, etc.).

### **Intervention and Emergency Procedures**

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

1. School Psychologist
2. 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 Executive Director 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.

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:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.

- b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. 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.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. 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.
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.
5. 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.
6. 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 Executive Director 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 Executive Director 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 Executive Director 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.

### **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 Executive Director, 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 parent/guardian, about additional resources to support the student.

### **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:

1. Coordinate with the Executive Director to:

- a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
- a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
- a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for family and school community.
8. 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.
9. Identify media spokesperson if needed.
10. Include long-term suicide postvention responses:
- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

### **Student Identification Cards**

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. OCS will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

## **Human Trafficking Prevention**

What is Human Trafficking?

U.S. law defines human trafficking as the use of force, fraud, or coercion to compel a person into commercial sex acts or labor or services against his or her will. The one exception involves minors and commercial sex. Inducing a minor into commercial sex is considered human trafficking regardless of the presence of force, fraud or coercion.

What is CSEC?

Commercial Sexual Exploitation of Children (CSEC) is a form of modern-day slavery that exists both in the United States, and internationally. CSEC perpetrators use violence, threats, lies, debt bondage, and other forms of coercion to force women, men and children to engage in commercial sex against their will. Under federal law, any minor under the age of 18 years induced into commercial sex is a victim of sex trafficking—regardless of whether or not the trafficker used force, fraud, or coercion.

What You Can Do

- Continue to educate yourself & others (raise awareness)
- Help children develop & maintain good self-esteem
- Talk about healthy relationships with your children
- Know what your children are doing online
- Know where they are & who they are with
- Teach your children skills for resiliency (awareness of surroundings)
- Teach them to listen to their gut
- Maintain open communication with your children

To get help or report suspected human trafficking, please contact the National Human Trafficking Hotline: 1 (888) 373-7888, \*Text 233733

## **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Ocean Charter School ("OCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. OCS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom OCS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. OCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. OCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Debbie Tripp  
12870 Panama St. Los Angeles, CA 90066  
(310) 827-5511  
msdebbie@oceancs.org

### Definitions

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.

- Deferential or preferential treatment based on any of the protected characteristics listed above.

#### Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of OCS conditioning the provision of an aid, benefit, or service of OCS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the OCS's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by OCS.

OCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

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 the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.

- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, 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.
- 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 of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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<sup>1</sup> or students in fear of harm to that student’s or those students’ person or property.

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<sup>1</sup> “Reasonable student” is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student’s age, or for a person of the student’s age with the student’s exceptional needs.

2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by OCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, 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 the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. 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. "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.

4. Notwithstanding the definitions of “bullying” and “electronic act” 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in OCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that OCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in OCS’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### Bullying and Cyberbullying Prevention Procedures

OCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### 1. Cyberbullying Prevention Procedures

OCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

OCS informs Charter School employees, students, and parents/guardians of OCS’s policies regarding the use of technology in and out of the classroom. OCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### 2. Education

OCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. OCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at OCS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.



OCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

OCS informs OCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### 3. Professional Development

OCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other OCS employees who have regular interaction with students.

OCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by OCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

OCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for OCS's students.

### Grievance Procedures

#### 1. Scope of Grievance Procedures

OCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific

class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

- c. Submitted to the OCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, OCS will utilize the following grievance procedures in addition to its UCP when applicable.

## 2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Debbie Tripp  
12870 Panama St. Los Angeles, CA 90066  
(310) 827-5511  
msdebbie@oceancs.org

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 investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, an Executive Director, 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.

OCS acknowledges and respects every individual's right to privacy. All reports 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 keeping the identity of the reporter 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.

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 grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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 staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to OCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or OCS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. OCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of OCS to provide the supportive measures.

### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of OCS, the Coordinator (or designee) will promptly initiate an investigation. A third-party investigator may be retained to conduct the investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or designee) determines that an investigation will take longer than twenty-five (25)

school days and needs to be delayed or extended due to good cause, the Coordinator (or designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator (or designee) will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent

known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

- A statement that the respondent is presumed not responsible for the alleged

conduct until a final decision is reached;

- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that OCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- OCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process 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 immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, OCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If OCS offers such a process, it will do the following:
  - Provide the parties with advance written notice of:

- The allegations;
  - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
  - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
  - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - OCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker(s) will not be the same person(s) as the Coordinator or the investigator. OCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
    - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
    - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
    - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
    - Prior to completion of the investigative report, OCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
    - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in OCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct

must be dismissed. However, such a dismissal does not preclude action under another applicable OCS policy.

- OCS may dismiss a formal complaint of sexual harassment if:
  - The complainant provides a written withdrawal of the complaint to the Coordinator;
  - The respondent is no longer employed or enrolled at OCS; or
  - The specific circumstances prevent OCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, OCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The decision-maker(s) will not be the same person(s) as the Coordinator, the investigator or the decision-maker(s) for the appeal.
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - OCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of OCS's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions OCS imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including suspension and/or expulsion from OCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by OCS in response to a formal complaint of sexual harassment.

## 6. Right of Appeal

Should the reporting individual find OCS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of OCS's decision or resolution, submit a written appeal to the Chair of the OCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and OCS will implement appeal procedures equally for both parties.
- Within five (5) business days of OCS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from OCS's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- OCS will notify the other party in writing when an appeal is filed.
- The decision-maker(s) for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) and provide the written decision simultaneously to both parties.

#### 7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

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

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

### **Hate Crimes:**

A hate crime is a crime against a person, group, or property motivated by the victim's real or perceived protected social group. You may be the victim of a hate crime if you have been targeted because of your actual or perceived: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, and (7) association with a person or group with one

or more of these actual or perceived characteristics. Hate crimes are serious crimes that may result in imprisonment or jail time.

A hate incident is an action or behavior motivated by hate but which, for one or more reasons, is not a crime. Examples of hate incidents include:

- Name-calling
- Insults
- Displaying hate material on your own property.
- Posting hate material that does not result in property damage.
- Distribution of materials with hate messages in public places.

The U.S. Constitution allows hate speech as long as it does not interfere with the civil rights of others. While these acts are certainly hurtful, they do not rise to the level of criminal violations and thus may not be prosecuted. However, it is important to note that these incidents have a traumatic impact on the victims as well as on the community at large. Hates crimes should be reported as written below:

## Title IX 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: \_\_\_\_\_

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 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. I further understand that providing false information in this regard could result in disciplinary action up to and including suspension and/or expulsion or termination of employment.**



Date:

Signature of Complainant:

Print Name:

**To be completed by the Charter School:**

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Follow up meeting date/time:

## **Section 3: Curriculum Overview**

Ocean Charter School's curriculum is a teacher-led, developmentally appropriate program that nurtures the child's imagination and sense of wonder. The curriculum is intended to foster:

- ❖ a passion and enthusiasm for learning;
- ❖ creative, flexible thinking;
- ❖ responsibility for self and others;
- ❖ social intelligence and environmental awareness.

The curriculum is also aligned to the Common Core Standards.

### **Waldorf Informed Education**

- ❖ Children learn according to a developmental model that includes a play-based kindergarten and the belief that childhood should be experienced with wonder and not rushed.
- ❖ All grades children create "main lesson books," in which they recount their experiences and detail what they have learned. The main subjects (such as history, language arts, science, and mathematics) are taught in main lesson blocks of up to two hours per day. Each block lasts roughly three to five weeks.
- ❖ Class teachers typically stay with students for a multiple-year "loop."
- ❖ Students learn academics by hands-on experience.
- ❖ Throughout the school day, respect for the rhythms of the days and the seasons, as well as the aesthetically appealing and nurturing surroundings, create a safe and stimulating environment.
- ❖ Students receive detailed narrative end of year evaluations of their work. Letter grades are only used in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.
- ❖ The use of electronic media, particularly television, by young children is strongly discouraged.
- ❖ The arts are evident in every aspect of the curriculum and are incorporated into daily lessons.

### **Social Responsibility, the Environment, and Community Service**

Ocean Charter School's curriculum includes an emphasis on environmental and social responsibility. Frequent, hands-on experience with the ecology surrounding us and the acknowledgement of the rich cultural history of our community is a part of our curriculum and reflects our educational approach.

Service projects help build a spirit of community within each class. When students take care of their classroom and school grounds, it builds community responsibility and respect for their environment. Working together towards a common goal helps develop skills in cooperation and trust. In the early grades, students might take care of and beautify a corner of the school property

or make a contribution to a school festival celebration. Children in the middle grades might develop and implement a program, such as recycling, throughout the school. These activities introduce students to the satisfaction of doing something practical that benefits others.

## **Technology**

Our curriculum teaches children to respect the tools they use. Everything in the classroom is handled with a mindfulness of its origin and beauty. Students are expected to be masters of the instruments they use, and understanding the workings of any technology—whether it is a beeswax crayon or a notebook computer—gives students power over their environment and the capacity to choose their tools wisely. Making their own knitting needles in first grade after spending kindergarten finger knitting gives a child ownership of the “technology” and a profound appreciation for the step up in technological sophistication. Each successive step up in sophistication is taken mindfully—compasses are introduced after the children spend time struggling to draw circles free hand and with string, pencil, and pushpin. Each tool is introduced when the child has the capacity to understand how the tool works and the reason the tool exists. Simple machines (lever, inclined plane, and pulley) are studied in 7<sup>th</sup> grade physics. Typing is taught starting in third grade as students are required to take the state standardized tests on computers. Digital Literacy and Citizenship begins in fourth grade and encompasses both how to use technology efficiently and ethically. OCS’ technology curriculum is based on the Common-Sense Digital Literacy curriculum but adjusts it as developmentally appropriate from the perspective of Waldorf Education.

## **Learning to Read**

Because each child is unique, children become readers at different ages. At Ocean Charter School, they are not pressured in the early grades to attain specific reading goals by specific ages. Students are, however, exposed to a rich environment that will develop their ability to listen, to visualize, and to recognize story structures, so that when they are ready to begin reading, they will be active readers with strong comprehension skills. Nevertheless, all students are working towards and expected to be reading fluently by the end of Grade 2.

# Ocean Charter School Parent Contract

We are aware that Ocean Charter School is a school of choice. We are aware that in choosing Ocean Charter for our child we are agreeing to participate in an educational alternative.

We understand the mission of Ocean Charter, and we are informed about the Ocean Charter School Curriculum. We have fully read and understand the parent handbook. We understand that our child will be taught in main lesson blocks that last multiple hours per day, for three-to-five-week rotations, and that our child will create main lessons books and not use textbooks as a primary resource. We further understand our child will not use advanced technology such as computers, until 3<sup>rd</sup> grade, and calculators and microscopes until 6th grade. We understand that our child/children in grades K through 5 will not be given grades, but instead will receive detailed end-of-the year evaluations of his or her work.

We also understand that by choosing to attend Ocean Charter School we have made a commitment to participate in and support our child's education as set out in the responsibilities list below. We understand that Ocean Charter School's parents/guardians are **highly encouraged** to:

- ❖ Volunteer at least four hours per family per month, as well as support the class teacher by becoming a parent representative, contributing to class potlucks/events, attending class meetings, and/or assisting the class during field trips, special events, and performances.
- ❖ Attend annual parent-teacher conferences, scheduled Student Success Team meetings, and All Community Group meetings.
- ❖ Eliminate their child's contact with electronic media, such as television, videos, video games, computers, and movies during the school week.
- ❖ Dress their child comfortably for the weather, suitably for active school life, and appropriately for the classroom.
- ❖ Read and respond to all school-to-home communications promptly.
- ❖ Notify the teachers if something is happening in their child's life that could affect the child's progress and/or participation in school.
- ❖ Provide a regular time in a quiet, well-lit place for their children's homework and supervise completion of all assignments. Help their children meet their various responsibilities at school.
- ❖ Encourage and support their children and demonstrate interest in their activities and education. Attend class plays, assemblies, festivals, and classroom parent evenings whenever possible.
- ❖ Adhere to the OCS communication expectations as outlined in the OCS Communication Protocols.

**Initial on each line:**

\_\_\_\_\_ As a parent/guardian of student(s) at Ocean Charter School, I have fully read and understand the terms and policies of this Parent Handbook (**Pages 1-123**).

\_\_\_\_\_ I fully understand and will comply with the Neighborhood Street Safety and Traffic Agreement (**Pages 9-10**).

\_\_\_\_\_ I fully understand and will comply with the Chaperone Agreement (**Page 23-24**).

\_\_\_\_\_ I fully understand and will comply with the **media usage guidelines**, including the **restriction of cell phones and smart watches on campus**, the **dress code guidelines**, and **nutrition guidelines** of Ocean Charter School (**Page 24-28**).

\_\_\_\_\_  
Student(s) Name

\_\_\_\_\_  
Grade(s)

\_\_\_\_\_  
Parent/Guardian #1 Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian #2 Signature

\_\_\_\_\_  
Date