Parent-Student Handbook

2026-2027

Ocean Charter School
Grades TK-8
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Ocean Charter School

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General Information

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 Trustee

Campus 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 visitor policies.

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.

No u-turns coming out of or going into the valet.

Campus Pick-up

*Please note, students will only be dismissed to authorized individuals listed in the Student Information System. Temporary pick-up authorizations must be communicated to the front office in person, or via phone or email. Pick-up person must plan to show ID at dismissal.

***TK student valet* pick-up** will begin at **1:35pm (11:50am 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 rearview 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.

***TK student walk-up* pick-up** will begin at **1:35pm (11:50am on early dismissal days)** at the Kinder gate (furthest gate East of the campus). Parents, guardians, and caregivers will give the student name/s and teacher name/s to the staff person supervising the Kinder gate, and they will radio for the student to come out.

***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 rearview 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.

***Kindergarten student walk-up* pick-up** will begin at **2:00pm (12pm on early dismissal days)** at the Kinder gate (furthest gate East of the campus). Parents, guardians, and caregivers will give the student name/s and teacher name/s to the staff person supervising the Kinder gate, and they will radio for the student to come out.

***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 rearview 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 *walk-up* pick-up** will begin at **2:35pm (12:10pm on early dismissal days)** at the front gate (main gate adjacent to the front office). Parents, guardians, and caregivers will give the student name/s and teacher name/s to a staff person supervising the gate, and they will radio for the student to come out.

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.

4th grade student walk-up 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 on the grass and wait for their student/s to arrive with their class. The teacher will dismiss the student to their designated pick-up person.

*Please note, parents of students in grades lower than 5th-8th must request permission for their student to be dismissed without an adult supervisor present (i.e. walk home at dismissal). Please email the teacher and the front office to arrange dismissal plans as such.

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 or other nearby location. They may use the valet pick-up if needed. 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.
- 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, 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 short-term parking is available in the valet lane from 8:30am - 1:15pm on regular school days and from 8:30am - 11:15am on early dismissal 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 will, or may need to 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 pursuant to Charter School policy by the Executive Director, parent/guardian, and authorized healthcare provider.

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, without the use of fever-reducing medication, 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, without the use of medication, before returning to School.
- **Uncontrollable cough:** The cough subsides (within reason). Wearing a mask until the cough is gone is highly recommended.
- **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.
- **Lice:** Has completed an initial round of treatment and is clear of all live lice as well as any nits removed. The student must also undergo a head check before being readmitted to the classroom. If any live lice are found during the head check, the student will be sent home for additional treatment. Please alert the teacher and the front office if lice are found. The school will anonymously check the class for lice as due diligence to prevent an infestation.
- ***Treatable, contagious diseases (such as strep throat, impetigo, scabies, pink eye):** Has completed a full 24 hours of antibiotic treatment, and followed any health department orders. Please alert the teacher and office as soon as possible. The

school will anonymously alert the class of the possible contagions, and share health department information on symptoms, prevention, and reaching out to medical professionals for any necessary diagnosis and treatment.

- ***Other communicable diseases (such as chickenpox, measles, mumps):** Is no longer contagious per medical professional, is well enough to attend School, and has followed any health department orders. Please alert the teacher and front office as soon as possible. The school will anonymously alert the class of the possible contagions, and share health department information on symptoms, prevention, and reaching out to medical professionals for any necessary diagnosis and treatment.

Please note a letter from a medical professional is required for use of assistive devices (crutches, wheelchair, etc.) and for any modified activity due to illness or injury.

Requesting a medical professional's "letter of excusal from school" whenever your child has an appointment or office/video visit will help your child's attendance record stay in good standing (see attendance section below for more information).

Additional Rules and Grounds for Dismissal From Aftercare, Gap Care, and/or Afterschool Programs

All school discipline and conduct policies are in full force and effect during all afterschool programs. A student may be dismissed from Aftercare, Gap Care, and/or Enrichment for acts including but not limited to:

- Verbal or physical aggression: prohibited conduct includes bullying and foul or inappropriate language or behavior. Students who cause or attempt to cause injury to others or inflict willful force on others (except in self-defense) may be dismissed from the program for a minimum of 1 enrolled day and a maximum of 5 enrolled days. If a student engages in any of the above conduct twice in a semester, the student may not be eligible to attend any afterschool program for the remainder of that session.

- Eloping: The student may be dismissed from the program for a minimum of 1 enrolled day and a maximum of 5 enrolled days.* If a student elopes a second time, a meeting with OCS administration and the parent will be called to discuss. *Students with IEPs who elope will be considered on a case by case basis.

Students who are actively serving a suspension term may not attend an afterschool program (Aftercare, Gap Care, Enrichment, Sports or Math Olympiads) on any day of in school or out of school suspension.

A student who is dismissed from the Aftercare, Gap-Care, or any other After school program will not receive a pro-rated refund of fees for the remainder of that month/session.

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

Field trips are an integral part of the students' experience at OCS, and could not happen without the support of our parents/caregivers. Neighborhood walks start in Kindergarten with field trips beyond the neighborhood starting typically in 3rd grade. Overnight camping trips also begin in 3rd grade, usually close to the end of the school year. Camping trips typically get longer and are further away as the students move up through the grades. These overnight trips offsite and in nature form lasting bonds and memories among students and between students and teachers. Parents provide critical support as drivers and as chaperones, per teacher request.

Required Documentation for Any Volunteering at OCS:

VOLUNTEER LEVELS: You must complete each level to go to the next level.
Level 1: Become a Parent Volunteer
Level 2: Add Chaperone clearance to your volunteer profile
Level 3: Add Driver clearance to your volunteer profile

LEVEL 1: BECOME A PARENT VOLUNTEER
STEP 1: LIVESCAN - Get fingerprinted using the OCS LiveScan form.

- You only need to do 1 livescan during your entire time at OCS!
- Results typically take 1-2 weeks.
- Where to go to get it done? 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".
- What is livescan? *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.*

STEP 2: TB TEST: Get TB tested within 60 days of submitting results and send test results to volunteer@oceancs.org.

- You only need to get TB tested every 4 years.
- Where do I go to get TB tested? Your doctor, urgent care, or try here.

STEP 3: Complete a mandatory reporter volunteer training and obtain a certificate of completion to be submitted to OCS. Training can be found at:
https://mandatedreportertraining.com/california/

STEP 4: Sign a Volunteer Commitment Form
- You only need to complete this form once while you are at OCS.
- It takes 48 hours to process this form.

STEP 5: The day you plan to volunteer…
Check in to the front office. The office will double-check that you have completed steps 1-3, and will give you a volunteer clearance badge sticker to wear for the day and you will sign in on the Volunteer Sign-In Sheet.

Required Documentation for Parent Chaperones:

LEVEL 2: ADD CHAPERONE TO YOUR VOLUNTEER PROFILE

Step 1: Sign the Chaperone Agreement.
- You need to complete this form for each trip you chaperone.
- It takes 48 hours to process this form.

Required Documentation for Parent Drivers:

LEVEL 3: ADD DRIVER CLEARANCE TO YOUR VOLUNTEER PROFILE

All steps below must be completed within 10 days of the trip.

Step 1: Sign the Student Transportation Policy.
- You need to complete this form for each trip you drive on.
- It must be completed within 10 days of the trip.
- It takes 48 hours to process this form.

Step 2: Get your DMV Driving Record (under $3) and submit it to your class' Parent Volunteer Field Trip Coordinator.
- It must be completed within 10 days of the trip.
- The driving record must be "clear/clean", meaning no adverse events may be listed on the DMV record.

Step 3: Provide a copy of your Insurance Policy to your class' Parent Volunteer Field Trip Coordinator.
- It must be completed within 10 days of the trip.

The policy MUST show the following:
- Driver's name
- Policy effective and expiration dates
- 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

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

1st-2nd 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

3rd-5th 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

6th-8th 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 8th 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, smart watches, Meta AI glasses, 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 <u>at any time</u> 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 into 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, additional disciplinary action may be taken.

Student Dress Code

The following guidelines are intended to define acceptable student attire for students at Ocean Charter School. The purposes of our dress code are as follows:

1. **To preserve the intentional school environment we strive to create.**
2. **To help children develop skills to express who they are through their words, actions, and the arts.**
3. **To reduce the negative effects of peer pressure and socio-economic stratification within our school community.**

This dress code shall be in effect on campus during school and school sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The dress code is also in effect for school field trips and camping trips. The OCS staff and administration reserve the right to determine which clothing is not in alignment with this student dress code. This student dress code is gender neutral.

General:

- ➔ No writing, no logos, no images, no sequins.
- ➔ Consistent patterns are allowed if they comply with the other guidelines.
- ➔ OCS spirit wear and OCS Movement event wear are allowed.
- ➔ No visible undergarments.

Backpacks: No logos, no ornaments, no images, no writing

Bedding (TK/K): No logos, no ornaments, no images, no writing

Tops: Must comply with all other guidelines. Sweatshirts are allowed. Shirts must extend beyond the top of the pants/bottoms without being held down and must cover the torso front, sides, and back. All tops must be crewneck, collar, button down, turtleneck, henleys, or mock v-neck regardless of sleeve length.

Bottoms: Must comply with all other guidelines. All bottoms must be as long as your arm hanging at your side with your thumbs pointed down. No pajamas except on designated pajama days. Sweatpants are allowed. Jeans and leggings are allowed.

Hats/Hoods: Must comply with all other guidelines. No hats, caps or hoods are to be worn in the classroom or any building on campus. Head coverings worn for religious reasons will be allowed. Hats may be worn outside as sun-protection. Beanies are allowed inside.

Shoes: Tennis/sport shoes only (no wheels, no light-ups, no slides, no backless shoes, no exposed toes, no high heels or platforms)

Accessories: Accessories (jewelry, etc.) must not get in the way of any school activities or pose any type of safety concerns, as defined by the adult supervisor/teacher.

Hair: Hair must be worn in naturally occurring hair colors.

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.

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

For more information please see Appendix A of this handbook.

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 offer free meals to all students.

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 according to their assigned lunch service window. 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) provides 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.

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.

If your child will not be eating the school-sponsored breakfast, 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 TK and K are provided a daily snack.
Students in Grades 1-8 may 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

If your child will not be eating school-sponsored lunch, 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

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

Recess Rules

General rules

1. 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.
2. Students will use only appropriate language and practice basic rules of courtesy: "PLEASE", "THANK YOU", "MAY I", "I'M SORRY", "EXCUSE ME", "ARE YOU OK?".
3. OCS has an "everyone may play" policy and equipment is to be shared.
4. Digging is permitted in the planters only; "leave no footprint".
5. All fruit, flowers, plants, insects or other living things on campus must be left in their natural state.
6. Students will WALK on the walkways next to the classrooms.
7. Balls and equipment may only be used in a safe and appropriate manner.
8. Physical contact must be gentle, safe, welcomed by the recipient and appropriate for school.
9. Students checking out any equipment are responsible for returning the equipment in the same condition.
10. Only OCS recess equipment may be used during school hours and aftercare equipment during aftercare.
11. Logs, sticks, and rocks are to be used only for building.
12. Restrooms, walkways, stairways, the office, fences/gates are only to be used for their designed purpose.
13. Students will promptly return to their classes at the end of recess.

Grades 1-4 recess area

1. Students are to remain on the ground level bordered by the classrooms, the gym amphitheater wall, the administration building outer wall, and the kindergarten fence. No playing near the gym stairs.
2. Ball play is to only happen on the egg.
3. A group's activity on the egg must stay within one court.
4. Swings will be used by one child at a time in a forward/backward motion only, must be fully stopped before getting off, and may only be used by sitting or lying on one's stomach.
5. Water is the only food or drink allowed in the recess area.
6. Games and activities are to be cooperative.

Grades 5-8 recess area

1. Students are to remain inside the blue/white wall where the stairs are, in the middle school yard west of the gym, or in the gym. (No sitting on the wood bench outside the bathroom.)
2. The blue wall by the stairs is the only place for students to play handball. The blue wall on the west side of the gym is the only place to kick a ball.
3. The gym is only used to play volleyball or basketball - all other activities are to be played outside.
4. Students are to enter and exit the gym using only the doors facing the middle school yard closest to the classroom building.
5. Water is the only food or drink allowed in the gym; students are to wipe their feet and enter the gym with clean shoes.

Pets

Except for certified, trained service animals (such as seeing-eye dogs), all pets, including dogs, should remain off campus 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.

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 Board Committee Meetings: Diversity, Equity, and Inclusion Committee meetings, Finance Committee meetings, and Governance Committee meetings.
- Parent Collective and Administration Friday Coffee/Tea/Educational Events
- Parent Collective Coordinator leadership positions
- Parent Collective event captains
- and so much more!

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.
- Join a book study group
- Ask your teacher for recommendations at home

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.

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.

While volunteering is strongly encouraged and appreciated, no student will be penalized or denied continued enrollment due to the family's inability to volunteer.

For more information on how to become a volunteer, visit our website at oceans.org under the Parents tab and then the Parent Volunteering tab.

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. OCS is a tuition-free public charter school. While donations are appreciated, no student will be penalized or denied continued enrollment due to the family's inability to donate.

Donation and Gift Giving Policy

The purpose of this policy is to delineate guidelines governing the acceptance of gifts by employees, board members, and certain third-party vendors and to provide guidance to stakeholders and prospective donors if making gifts to individuals or the organization.

OCS appreciates any donor, parent/family member, or stakeholder who is interested in donating to our organization, and encourages families to participate in our Annual Family Giving Program. If stakeholders have any questions about a particular gift or donation, please reach out to the Executive Director. To avoid potential conflicts of interest or violations of law, OCS will not:

Accept gifts that violate applicable law;
Accept gifts that require OCS to provide special consideration or treatment to any stakeholder, donor, entity, etc.;

Accept gifts that require OCS to deviate from its normal hiring, promotion or contracting procedures;
Accept contributions in the form of patents, licenses, retirement plans, and life insurance;
Accept gifts from organizations whose core activities may be in direct conflict with the mission of OCS.

When required, the Executive Director will consult with the Board of Directors regarding concerns about specific gifts prior to acceptance. OCS respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization.

Additionally, OCS employees may not accept any gifts on behalf of the School without the prior consent of the Executive Director.

Under no circumstances shall OCS employees accept individual gifts from parents or stakeholders worth in excess of $150 per year per family.

The coordinated, anonymous class family gifts through the Welcome and Gratitude parent-led efforts are exempt from the $150 per year per family limit.

Financial support in any form for rent, car payments, insurance, or other personal expenses are strictly prohibited.

Reimbursement Policy

If you are authorized to purchase equipment or materials on behalf of the school, there are required procedures that must be in place and approved before the purchase is made. Before making any purchase, please check with the business office to determine whether authorization is granted. All pre-approved reimbursement requests must include the original receipts and a completed, signed reimbursement form. In addition, all purchases exceeding $100 must have an approved Purchase Order (PO) prior to the purchase. Reimbursement requests must be submitted within three (3) months of the purchase date, in accordance with our Board-approved Fiscal Policies and Procedures. Reimbursement checks will be sent to the school, and the front office will reach out to parents to retrieve them once they are available.

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 in spring. Progress reports will be distributed after the close of each term for designated grades.

- 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.

- Weekly OCS Newsletter:
  The OCS Newsletter will be sent by administration via email and hard copies will be available in the school office.

Community Communications

The primary means of distributing school announcements, updates, upcoming meetings, and events is through the OCS Newsletter 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, are 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.

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 4 by September 1st of the year of school entry), Kindergarten (aged 5 by September 1st of the year of school entry) and 1st grade (aged 6 by September 1st of the year of school entry). The September 1st cut-off policy serves as a guideline for placement in 2nd through 8th 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.

Mandated Reporter Training for Volunteers

This policy applies to all School employees, volunteers, contractors, and Governing Board ("Board") members (collectively referred to as "mandated reporters" herein).

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

In accordance with the law, OCS requires all volunteers to complete the CA mandated reporter training. This training includes information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine. The training also covers the prevention of abuse, including sexual abuse and assault, of children on School grounds, by School personnel and volunteers, or in School-sponsored programs.

All volunteers are required to receive mandated reporter training and must provide proof of completing the training to volunteer@oceancs.org before they volunteer. The School will maintain documentation of all completed training.

Note: Effective January 1, 2026, SB 848 broadened the categories of School personnel, including volunteers, to which child abuse and neglect reporting requirements apply. These updates cover the new requirements of SB 848 related to mandated reporting.

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 Informed: 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
- California Assessment of Student Performance and Progress (CAASPP)
- 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 compliance
- 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 all students (2 free meals per school – one breakfast and one lunch meal, regardless of eligibility for free/reduced price meals)

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)

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

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.

Classroom Transfer Policy

Ocean Charter School is committed to providing a quality education for every student who 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, ethnicity, 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 8th 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 class that is their school family. 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.

New Class Formations - Kindergarten and 1st Grade

Each year, the Kindergarten and first grade classes are mindfully placed to achieve a balance with respect to gender, diversity, and student needs. Together, the TK and 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 TK or Kindergarten can become separated when the Kindergarten or First Grade classes are formed, causing disappointment. Student groupings from each of the TK and Kindergarten classes are not necessarily placed together. Once the Kindergarten and First Grade classes are formed, student placements are not changed.

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), Math, and Science

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®.

Reading Difficulties Risk Screening

California students in grades K - 2 are required to take a Universal Screener for reading difficulties, including potential dyslexia. A universal screener is a series of short tests. It does not diagnose or label students. Instead, it helps teachers and families understand each child's specific strengths and needs early on, even before they are taught how to read. Teachers can use the results to identify where a child is doing well and where they might need more support.

All K-2 students will be screened during the winter testing window (January/February) using the CA approved Multitudes Tool. The one-on-one screener is composed of about four key components and takes roughly ten minutes per child. Individual results will be shared with parents/guardians following testing.

Pursuant to California *Education Code* Section 53008, parents/guardians may annually submit to the school a written request to excuse their child from this screening.

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 **and within the Suspension and Expulsion Policy, located within Appendix B of this handbook.**

OCS Safe School Commitment

At OCS, we are a safe school. We are a caring community where everyone feels safe to learn.

Our Safe School Agreements
We agree to:
· Accept everyone's differences and how they make us special
· Use kind language
· Give put ups to ourselves and others
· Work together to keep our school safe for everyone
· Protect each other's bodies and hearts
· Accept responsibility for our words and actions without excuses

Our Safe School Guidelines
We will:
1) Respect differences of all types – physical, mental, social, emotional and spiritual.
2) Choose our words and actions to help, not hurt, others.
3) Work to keep our school free of verbal and nonverbal put-downs regarding the following:
o Academic progress
o Age
o Appearance/body image/mannerism
o Athletic ability
o Belief systems
o Cultural, ethnic and/or racial background
o Family background and family composition
o Friendships
o Languages
o Learning styles
o Physical challenges
o Sexual harassment of any type, including gender stereotypes and homophobic taunts
4) Use language that is appropriate for school
5) Stand against physical abuse, taunts, or threats

As a safe school, we will accept responsibility for our words and actions without excuses.

Student Code of Conduct
Rights and Responsibilities

Student Rights

Ocean Charter School students have the right to:

- Be treated with compassion.
- Be themselves; no one will treat them unfairly because they are different.
- Be safe; no one will physically or verbally abuse them.
- Hear and be heard; no one interrupts when it is time to listen or concentrate.
- 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 supported in the learning process.
- Treat our school environment with respect.
- Participate in classroom activities.

Parent/Caregiver Code of Conduct
Family Rights and Responsibilities

Parent/Caregiver Rights

Ocean Charter School parents/caregivers have the right to:

- Be treated with respect and compassion.
- Be themselves; no one will treat them unfairly because they are different.
- Be safe; no one will physically or verbally abuse them.
- Hear and be heard;

Parent/Caregiver 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 needs. 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. 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

One key practice within public Waldorf Education that is based on the educational philosophy of Rudolf Steiner is that developing positive habits in students comes out of using rhythm and routine with students on a daily basis. This practice of rhythm and routine not only helps children feel secure, it also allows them the opportunity to feel for themselves the positive impacts of their actions, a form of internal motivation, rather than simply doing something because it is rewarded externally. As R. Steiner explains:

"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

*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 their classmates and ultimately to their self. 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

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
- SSPT referral and meeting
- Referral to OCS counselor
- Meeting with administrator
- Loss of privileges
- Detention
- Regular check-in as needed
- Behavior Intervention contract

Tier III - Intensive Discipline

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
- SSPT 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

In-School Suspension

If deemed appropriate, OCS will use In-School Suspension for Tier III behaviors. Students on in-school suspension will be placed in another classroom on campus or in an environment where the student can be monitored throughout the day (e.g. the office), under the supervision of the

classroom teacher, an aide, or office staff. The supervisor is responsible for gathering assignments from the student's teacher of record and providing assistance in completing the work. To the extent that some work cannot be duplicated outside of the student's general education classroom, an alternative assignment may be given. At the time an in-school suspension is recommended, the Executive Director, Assistant Director, or their designee (Campus Coordinator or Human Resources/Enrollment Coordinator) 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 Assistant Director, or their 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 in-school suspension. The maximum number of days of in-school suspension will not exceed five (5) days per incident and ten (10) days per school year. OCS shall not use in-school suspension when a student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence; engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; made terrorist threats against school officials or school property, or both.

Restorative Justice Practices

Ocean Charter School is committed to using positive, equitable strategies to prevent, teach, and repair harm rather than punishing misbehavior. Emphasizing prevention, classrooms consistently (once per week or more) use the Indigenous practice of Council Circle to foster authentic sharing, deep listening, and a collective wisdom amongst students. This practice is guided by the principle of non-judgement and it emphasizes that every voice is heard and valued. Weekly Councils build connection and set a framework for shared decision-making, develop students' social-emotional skills, and provide a space for conflict resolution. When disagreements happen in a classroom, the Council Circle is used to resolve conflict, repair harm, and restore relationships and mutual respect. In addition to classroom-based Council Circles, Ocean Charter School teachers and staff uses a Safe School System with Cool Tools. Safe Schools with Cool Tools is a proactive, preventative approach that builds students' strategies for working with each other and solving problems, rather than reacting to problems. Cool Tools uses concrete items to illustrate complex social-emotional concepts and build a common language for all school stakeholders. "Tools" teach children about behaviors and concepts such as responsibility, decision making, personal space, inclusion, consideration, kindness, integrity, empathy, fairness, patience, forgiveness, and determination. They are reinforced through discussion, classroom lessons, and timely address of issues. When disagreements arise between students, Cool Tools mediation practices and work-it-out reflection sheets are utilized. Children are able to share different points of view and engage in respectful negotiations in real-life social context. This approach allows for problems and conflicts to be seen as teachable moments that can be used to reduce future negative behaviors.

Alternatives to Suspension, including Professional Development

Ocean Charter School employs a range of alternatives to suspension, rooted in restorative practice, designed to keep students in the educational setting while addressing misconduct and repairing harm. Strategies include but are not limited to: behavior contracts; community service assignments; counseling; apology/reparation plans; class/community Circles; SSPT meeting(s); and alternative programming. Strategies are differentiated to meet the developmental stage of the child(ren) involved. In all grades, the focus is on understanding impact, repairing harm, and providing an opportunity to make amends. As students mature, interventions increasingly emphasize

accountability, reflection, and problem solving. Younger students engage in developmentally appropriate restorative practices such as guided conversations, social-emotional coaching, and adult-mediated conflict resolution. Older students participate in restorative conferences, reflective writing assignments, goal setting, and behavior agreements designed to promote responsibility and positive decision making. Ocean Charter School uses age appropriate alternatives to suspension to support a safe, equitable, and inclusive learning environment focused on growth rather than punishment.

OCS faculty and staff participate in annual Professional Development training prior to the start of each Charter School year, including a review of the Ocean Charter School's safe school commitment; student code of conduct rights and responsibilities; mediation tools, techniques, and forms; and tiered behavior intervention and strategies, as well as ongoing trainings (e.g. Practice of Council, Conflict Resolution, Cool Tools, etc.) throughout the Charter School year as needed.

Using Data

Ocean Charter School collects, reviews, and analyzes student behavior data. Incident forms and/or mediation documents are completed by staff, reviewed by the administration, and maintained in a filing system. The system includes incident reports, mediation documentation, interventions, follow-up strategies, and outcomes. Incidents that result in a statutory code are also tracked in the California Longitudinal Pupil Achievement Data System (CALPADS) reporting sheet, and suspensions are tracked in the student information system (SIS). School leadership reviews all behavior data to identify patterns and to proactively address emerging concerns.

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 6th, 7th and 8th 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 freehand 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 7th 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.

Appendix A: Annual Parent Notifications

Animal Dissections

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

Availability of Prospectus

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

California Healthy Kids Survey

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

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device. The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Cancer Prevention Act

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

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

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Concussion/Head Injuries

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

7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.
A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.
Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.
The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.
Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Education of Foster and Mobile Youth

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

- *"Foster youth"* means any of the following:
  1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
  2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
     a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
     b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
     c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

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

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to

academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

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

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

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

Adam Bruno, Homeless and Foster Youth Liaison
310-488-7721
Email : HomelessLiaison@oceancs.org

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

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

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

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

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

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

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

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

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

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

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

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

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

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

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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

Education of Homeless Children and Youth

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

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

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

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

Adam Bruno, Homeless and Foster Youth Liaison
310-488-7721
Email : HomelessLiaison@oceancs.org

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

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the

Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

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

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

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

during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[2] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

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

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

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

Ocean Charter School

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

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

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption and provide a valid CAIR-ME Medical Exemption to the school. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

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

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

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

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Location of All Automated External Defibrillator(s) on Campus

The AED on campus is located in the gymnasium/multi-purpose room.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may

withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available in the Community:

- https://dmh.lacounty.gov/get-help-now/
- https://dhs.lacounty.gov/our-services/mental-health-2/
- https://namiwla.org/find-support/free-and-low-cost-resources/

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors ("Board") shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Board shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, professional development materials, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Debbie Tripp
Uniform Complaint Procedures Compliance Officer
msdebbie@oceancs.org, 310 827-5511

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at: https://stacks.cdc.gov/view/cdc/49530

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Debbie Tripp
Uniform Complaint Procedures Compliance Officer
msdebbie@oceancs.org, 310 827-5511

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Notice Of Policy Regarding Immigration Enforcement Activity

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and at 12870 Panama St., LA 90066.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator**: https://locator.ice.gov/odls#/search

- **Legal Assistance**: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- **Consulates/Embassies**: Contact your country of origin's consulate for assistance

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

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

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The school will conduct routine inspections throughout the school year to identify potential health and safety hazards. When hazards are identified, appropriate response actions, including repair, remediation, or restricted access, will be implemented promptly. Post-response activities will include follow-up inspections, documentation review, and verification that corrective measures have been completed. Periodic surveillance inspections, including semiannual inspections of asbestos-containing materials and other facility monitoring activities, will be conducted to ensure continued compliance and a safe learning environment for students and staff.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 5-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.

- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 5-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. LAUSD, the Los Angeles Unified School District, provides special education instruction and related services at OCS in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the LAUSD SELPA These services are available for special education students enrolled at the Charter School. The district offers educational programs and services for all our students in accordance with the assessed needs of each student. LAUSD collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, LAUSD is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Assistant Principal Elementary Instruction Specialist (APEIS) assigned to OCS by LAUSD at 310-827-5511.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges, and CCGI Notice Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designate a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under

the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; 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 Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

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

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

a) Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
b) 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. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address,

unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School 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 a hearing;

c) Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
d) 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;
e) Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
f) Accrediting organizations in order to carry out their accrediting functions;
g) Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
h) 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;
i) Persons who need to know in cases of health and safety emergencies;
j) State and local authorities, within a juvenile justice system, pursuant to specific State law;
k) 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 student'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 non related 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 the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
l) A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video

8. Date of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. 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 social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director. A copy of the complete Policy is available upon request at the main office.

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

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

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

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

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

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

Public Records Act Policy

This Policy establishes of Ocean Charter School ("Charter School") policy and procedures regarding the receipt, processing, and response to requests for information pursuant to the Public Records Act ("PRA" or "the Act"), and reinforces Charter School's commitment to timely and accurately respond to all requests.

Definitions

"Public Records" include any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics.

"Requestor" is any natural person, corporation, partnership, limited liability company, firm, or association.

"Respondent" is the Charter School employee designated to respond to the request in compliance with and according to the requirements of the Act.

"Writing" is any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing, any form of communication or representation, including letters, words, pictures, sounds, or symbols, or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored." Summary of

Procedures

Requests can be made by mail, electronic mail, facsimile, telephone, etc., using the contact information for the Charter School Respondent indicated below:

Gina Garcia Sharp
Registrar
registrar@oceancs.org
12870 Panama St., LA, CA 90066
310-827-5511

The request is not required to be in writing. Although Charter School shall accept verbal requests for records, to avoid ambiguity and confusion, it is encouraged that all requests be made in writing. A request may be made anonymously and Charter School shall not require that Requestors state a need for the information requested or how the information will be used.

Charter School shall assist a Requestor as needed in making a focused and effective request. To this end, Charter School shall provide suggestions to a Requestor for overcoming any practical basis for denying access to records or information sought and must assist the Requestor in identifying records and information that are responsive to the request.

Charter School shall not create new documents not otherwise in existence, in response to a request.

Charter School may charge a reasonable fee for the cost of copies provided to a Requestor.

12870 Panama St., Los Angeles, CA 90066 phone 310-827-5511 fax 310-827-2012
www.oceancs.org

Upon receipt of a PRA request, the Charter School Respondent shall:
1. Acknowledge receipt of the request within 10 calendar days and review the request to determine whether Charter School maintains the requested records and whether the records requested fall within any exceptions listed in the Act.
2. If appropriate, notify the Requestor of an extension of time to determine if responsive records exist, on or before the 10th day after the request is received. This extension shall not exceed 14 days. On or before the 14-day period, the Respondent shall determine if responsive records are available. If so, the Respondent will either provide the Requestor with the records or will identify a date by which the records will be made available.
3. Coordinate the collection of records, review responsive records for exemptions and privilege, and produce responsive records to the Requestor.
4. Provide Requestor cost of records, collect good faith deposit (when applicable), and provide invoice and/or receipt for costs associated with records upon request.
5. Deny the request for records if, despite a diligent search effort, Charter School was unable to locate any records responsive to the request. This response is only appropriate after a good faith effort to identify, locate and/or uncover responsive records has been exhausted. Only the Respondent is authorized to issue a denial of a request.

Cost of Records
Charter School may charge a reasonable fee for the cost of copies provided to a Requestor.

Charter School charges 25 cents for each page for copies of records up to 8 x 14 inches produced under a request, irrespective of whether they are produced in hard or electronic format. The actual cost of records larger than 8 x 14 inches, such as blueprints must be charged on a case-by-case, direct cost basis. Additionally, there are charges for postage, as well as media at $15 for a thumbdrive.

When a request requires data compilation, the Requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services. The Requestor shall also bear the direct cost if unique software is needed to process the request. Charter School will provide an estimated cost for the request to the Requestor and will follow-up with an itemization of the actual costs when actual costs are determined.

Except as noted above and authorized by the Act, Charter School shall not charge for costs beyond the direct cost of duplication, which precludes overhead or the ancillary tasks associated with the retrieval, inspection and handling of the records. Charter School is not required to produce copies of records to a Requestor until the costs for duplication have been paid. If the records exceed 200 pages, the Requestor may be required to post a non-refundable, good faith deposit equal to 50% of the total cost of fulfilling the request.

Charter School shall not waive fees authorized by the Act. Any requests for a waiver of fees shall be directed to the Respondent.

Inspection of Records

The public has a general right to inspect and/or obtain copies of records maintained by state and local agencies pursuant to the Act. While many records are accessible, the PRA as well as other statutes may preclude disclosure of records including, but not limited to, specified personnel records, medical records, and records prepared in connection with pending litigation.

Charter School may not charge a Requestor who wishes to come and inspect records. The Requestor and the Respondent will need to arrange a mutually agreeable time for the Requestor to review records. However, following an inspection, any copies requested by Requestor will be made available according to the fees described above in "Cost of Records."

Records Exempt from Disclosure

Charter School shall determine which records or a portion thereof are exempt from disclosure. There are numerous exemptions from the disclosure requirements established under the Act. There are numerous exemptions from the disclosure requirements established under the Act. The applications of those exemptions are exceedingly case specific. However, examples of these exemptions include preliminary drafts and notes, pending litigation, an employee's medical files, and personally identifiable student information subject to the Family Educational Rights and Privacy Act ("FERPA"). Once Charter School discloses a record to any member of the public, the disclosure may constitute a waiver of any exemptions to future disclosure that may have applied. If Charter School has waived exemption to disclosure, access to the same record may not be denied to others in the future. A record may not be withheld from production simply because part of the record may be exempt from production. Any reasonably segregable non-exempt portion of a record must be made available after deletion of the portions of the record that are exempt by law.

Electronic Records

Charter School must provide a copy of an electronic record in the format requested, if the format requested is one Charter School has used to create copies for its own use or to provide copies to other agencies. Charter School can offer to produce records in electronic format, but cannot make information available only in electronic format. If Charter School no longer has a record available in an electronic format, it is not required to reconstruct a record in an electronic format.

Sudden Cardiac Arrest Prevention

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review, sign, and return the information sheet on sudden cardiac arrest via the following link: Form: Sudden Cardiac Arrest - Professional Learning (CA Dept of Education)

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at [INSERT PHONE/EMAIL] to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

School Meals and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12).
Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

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

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

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

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

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

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

Charter School is an equal opportunity provider.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

Appendix B: Complete Policies

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Ocean Charter School ("OCS" or "Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within OCS's education program or activity.

OCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[7]

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

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

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by OCS.

Prohibited Sexual Harassment
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 OCS 's education program or activity; or

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

- "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).

Under California Education Code section 212.5, sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
(a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through OCS.

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

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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, the complainant must be participating in or attempting to participate in OCS 's education program or activity.

Party means a complainant or respondent.

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

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint 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.

Title IX Coordinator

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

Debbie Tripp
HR Coordinator
12870 Panama St., LA 90066
310-827-5511
msdebbie@oceancs.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Megan Helms
Assistant Director

12870 Panama St., LA 90066
310-827-5511
msmegan@oceancs.org

The Coordinator is responsible for coordinating OCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to OCS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within OCS's education program or activity.

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

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

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

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

Retaliation
OCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment
OCS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

OCS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in OCS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. OCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair OCS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

OCS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with OCS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

OCS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by OCS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

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

OCS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

OCS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by OCS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

OCS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[8] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

OCS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in OCS 's education program or activity; or
- Did not occur against a person in the United States.

OCS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by OCS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent OCS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable OCS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- OCS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;

[8] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that [OCS prohibits 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 the grievance procedures in accordance with OCS's policies.

OCS may remove a respondent from OCS's education program or activity on an emergency basis, in accordance with OCS's policies, provided that OCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person 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 must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution
At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under [OCS's Title IX grievance procedures, [OCS may offer an informal resolution process to the parties. OCS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, OCS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation
In most cases, a thorough investigation will take no more than thirty (30) business days. OCS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless OCS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

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 from gathering and presenting 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.

Before the investigator completes 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 to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes 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.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

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

Within twenty (20) business days after OCS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;

- A description of the 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 regarding the application of OCS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for 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.

The determination regarding responsibility becomes final either on the date that OCS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals
Either party may, within five (5) business days of their receipt of OCS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the OCS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or OCS 's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of 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; or
- The Coordinator, investigator(s), or decisionmaker(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.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

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

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

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

OCS 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 complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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

Ocean Charter School

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____
Email Address: _____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

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

_____
_____
_____
_____

I hereby authorize 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.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by Charter School</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, 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 "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, directed at another student for any reason, including but not limited to 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, locs, and twists), 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, 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. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.[9]

Charter School 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.

[9] This policy became effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

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 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 [10] or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:

[10] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average 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.

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.

Bullying and Cyberbullying Prevention Procedures

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

Cyberbullying Prevention Procedures

Charter School 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.

Charter School informs its employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages

parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

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

Charter School'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.

Charter School informs Charter School 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.

Professional Development

Charter School 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 Charter School employees who have regular interaction with students.

Charter School 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 Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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.

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

Complaint Procedures

Scope of the Complaint Procedures

Charter School 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 based on a protected characteristic, 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 Charter School 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.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

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, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. 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 and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, 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.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School 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.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal
Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Ocean Charter School

Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM

Your Name: _____ Date: _____
Email Address: _____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

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

_____
_____
_____
_____

I hereby authorize 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.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by Charter School:</u>

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Policy "UCP" 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, which they are assigned to investigate.

Scope

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

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group 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, sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any OCS program or activity.[11] Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Adult Education Programs;
   - Career Technical and Technical Education and Training Programs;
   - Child Care and Development Programs;
   - Migrant Child Education Programs;
   - Consolidated Categorical Aid Programs;
   - Every Student Succeeds Act;
   - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Regional Occupational Centers andEvery Student Succeeds Act; Programs; and/or
   - State Preschool Programs.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

[11] In accordance with 5 C.C.R. 4611, employment discrimination complaints are not subject to the UCP.

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 students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pupil fees include:

   i. A fee charged to a student 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 student 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 student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 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 the respective applicable laws.

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 students, parents/guardians that, where applicable, includes reasonable efforts by OCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or OCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable are subject to the UCP. 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 no longer fall under the UCP. Instead, they are governed

by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

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

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 practicable and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. OCS cannot assure anonymity or confidentiality of the complainant's identity OCS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the 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:

Kristy Mack-Fett
Executive Director
12870 Panama Street Los Angeles, CA 90066 310-827-5511

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer 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 UCP to employees, students, parents/guardians, advisory committees, school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if 15% or more of the students enrolled in OCS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in that primary language.

The annual notice shall include the following:

1. 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.

2. 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.

3. A statement that OCS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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. The

compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

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

- **Step 1: Filing of Complaint**

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

A complaint of discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged 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 notation of date received.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, 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 engaging in mediation with a neutral third-party. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree that the mediator must maintain confidentiality.

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 the complainant's representative to repeat the complaint orally.

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

A complainant's refusal to provide the compliance officer 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 of the complaint unless the timeframe is extended with the written agreement of the complainant. OCS's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether OCS is in compliance with the relevant law.

3. Corrective actions, if OCS finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal 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 the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

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

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the 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 the 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 5 C.C.R. section 4650 exists, including but not limited to 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

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

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

Civil Law Remedies

A complainant may pursue available civil law remedies outside of 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. before pursuing civil law remedies.

Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if OCS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

OCEAN CHARTER SCHOOL
UNIFORM COMPLAINT PROCEDURES (UCP) COMPLAINT FORM

Please complete this form to file a Uniform Complaint Procedures (UCP) complaint. Complaints may be filed regarding unlawful discrimination, harassment, intimidation, bullying, pupil fees, or specified state and federal educational programs.

Date Submitted	
Complainant Name	
Student Name (if applicable)	
Address	
Phone Number	
Email	

☐ I wish to submit this complaint anonymously (permitted for pupil fee, LCAP, and Education Code §§243/244 complaints when sufficient evidence is provided).

Complaint Type

(Check All That Apply)
PROGRAM COMPLIANCE
☐ Pregnant, Parenting, or Lactating Students
☐ Adult Education Programs
☐ Career Technical Education and Training Programs
☐ Child Care and Development Programs
☐ Migrant Child Education Programs
☐ Consolidated Categorical Aid Programs
☐ Every Student Succeeds Act (ESSA)
☐ Foster Youth/Homeless Youth/Migratory Children/Military Families
☐ Regional Occupational Centers and Programs
☐ State Preschool Programs
☐ LCFF/LCAP
☐ School Plan for Student Achievement
☐ Pupil Fees

DISCRIMINATION / HARASSMENT / INTIMIDATION / BULLYING
☐ Age ☐ Ancestry ☐ Color ☐ Mental Disability ☐ Physical Disability
☐ Ethnic Group Identification ☐ Immigration Status/Citizenship
☐ Gender ☐ Gender Identity ☐ Gender Expression
☐ Genetic Information ☐ Nationality/National Origin
☐ Race or Ethnicity ☐ Religion ☐ Medical Condition
☐ Marital Status ☐ Sex ☐ Sexual Orientation
☐ Association with a Protected Group ☐ Other: _____

Ocean Charter School

Complaint Information

Date(s) of Incident: _____
Location(s): _____
Individuals Involved: _____

Describe your complaint (attach additional pages if needed):

_____
_____
_____
_____
_____
_____
_____
_____

Witnesses (if any):

_____
_____
_____

Have you discussed this complaint with any OCS personnel? If yes, explain:

_____
_____
_____
_____

Evidence Attached: ☐ Emails ☐ Letters ☐ Photos ☐ Videos ☐ Witness Statements ☐ Other

Requested Resolution:

_____
_____
_____
_____

Certification

I certify that the information provided is true and correct to the best of my knowledge.

Signature	Date

Uniform Complaint Procedures Notice

Investigation Timeline

Ocean Charter School will investigate and issue a written decision within sixty (60) calendar days from the date the complaint is received, unless the complainant agrees in writing to an extension.

Confidentiality and Protection from Retaliation

Ocean Charter School will protect the confidentiality of all parties to the greatest extent practicable. Retaliation against any complainant, witness, or participant in the complaint process is strictly prohibited.

Appeal Rights

For complaints subject to the Uniform Complaint Procedures, the complainant may appeal Ocean Charter School's decision to the California Department of Education (CDE) within 30 calendar days of receiving the decision. The appeal must include a copy of the original complaint and a copy of the school's decision.

Submit Complaint To

Kristy Mack-Fett
Executive Director
Ocean Charter School
12870 Panama St
Los Angeles, CA 90066

Ocean Charter School

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.

Ocean Charter School

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:

_____

_____

Where did the incident(s) occur?

_____

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):

_____

_____

_____

_____

_____

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.

_____ _____

Signature of Complainant Date

_____

Print Name

To be completed by Charter School:

_____ _____

Received by signature: Date

_____

Print Name

Ocean Charter School

Attendance and Truancy 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.

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.

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.

Attendance	Absences	Percent
Perfect	0	100%
Proficient	1-6	97%-99%
At Risk	7-9	95%-97%
Excessive	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.

Attendance Tips for Parents

- Plan vacations for non-school days only, or plan to complete an Independent Study.
- 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. The attendance office can be reached at 310-827-5511 ex. 1. 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, when a student reaches excessive absences of 10 or more (parent-excused or unexcused) a note from a doctor or appropriate health professional will be required in order for an absence 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, Tardy, and Early Leave. 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.

- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident.

"Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
    - To access services from a victim services organization or agency.
    - To access grief support services.
    - To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

  Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- 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, including absences to care for a sick child. (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. 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.
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
    - A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

- For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
    - Appearance in court.
    - Observance of a holiday or ceremony of the pupil's religion.
    - Attendance at religious retreats (not to exceed one school day per semester).
    - Attendance at an employment conference.
    - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

(2) Unexcused Absences
Any absence for any reasons other than those listed above are not excused.

(3) Uncleared 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 uncleared 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 uncleared 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 truancies. 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 or unexcused. Parents/guardians must write a note of explanation when they have knowledge of their child's tardiness.

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.

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
- CalWorks 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 the 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 email 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 seven (7) 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 ten (10) 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".**

5. The SART panel will be composed of 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
    c. 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 this policy and the SART contract (if any), and may be subject to disenrollment in compliance with the Involuntary Removal Process described below.

9. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

10. 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.

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 and do not have an excused absence 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 and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form 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 Charter School will use the contact information provided by the parent/guardian in the registration packet.
6. 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.
7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

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:

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

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 reoccur.

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.

Ocean Charter School

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:

Volunteer Policy

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

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 and school rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.
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.
7. The Executive Director or designee may withdraw consent to be on campus even if the volunteer 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.
8. The Executive Director or designee may request that a volunteer who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a volunteer is directed to leave, the Executive Director or designee

shall inform the volunteer that if they reenter the school without following the above requirements he/she will be guilty of a misdemeanor.

VOLUNTEER LEVELS: You must complete each level to go to the next level.
Level 1: Become a Parent Volunteer
Level 2: Add Chaperone clearance to your volunteer profile
Level 3: Add Driver clearance to your volunteer profile

LEVEL 1: BECOME A PARENT VOLUNTEER

STEP 1: LIVESCAN - Get fingerprinted using the OCS LiveScan form.

- You only need to do 1 livescan during your entire time at OCS!
- Results typically take 1-2 weeks.
- Where to go to get it done? 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".
- What is livescan? *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.*

STEP 2: TB TEST: Get TB tested within 60 days of submitting results and send test results to volunteer@oceancs.org.

- You only need to get TB tested every 4 years.
- Where do I go to get TB tested? Your doctor, urgent care, or try here.

STEP 3: Complete a mandatory reporter volunteer training and obtain a certificate of completion to be submitted to OCS. Training can be found at:
https://mandatedreportertraining.com/california/

STEP 4: Sign a Volunteer Commitment Form

- You only need to complete this form once while you are at OCS.
- It takes 48 hours to process this form.

STEP 5: The day you plan to volunteer…
Check in to the front office. The office will double-check that you have completed steps 1-3, and will give you a volunteer clearance badge sticker to wear for the day and you will sign in on the Volunteer Sign-In Sheet.

LEVEL 2: ADD CHAPERONE TO YOUR VOLUNTEER PROFILE

Step 1: Sign the Chaperone Agreement.

- You need to complete this form for each trip you chaperone.
- It takes 48 hours to process this form.

LEVEL 3: ADD DRIVER CLEARANCE TO YOUR VOLUNTEER PROFILE

All steps below must be completed within 10 days of the trip.

Step 1: Sign the Student Transportation Policy.

- You need to complete this form for each trip you drive on.
- It must be completed within 10 days of the trip.
- It takes 48 hours to process this form.

Step 2: Get your DMV Driving Record (under $3) and submit it to your class' Parent Volunteer Field Trip Coordinator.

- It must be completed within 10 days of the trip.

Step 3: Provide a copy of your Insurance Policy to your class' Parent Volunteer Field Trip Coordinator.

- It must be completed within 10 days of the trip.

The policy MUST show the following:

- Driver's name
- Policy effective and expiration dates
- 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

Observation Policy

Parents/Guardians are welcome to observe in their child's classroom at OCS. Our guidelines for observations are as follows:

1. Classroom observations must be arranged in advance and with administrative permission.
2. Observations should not exceed 60 minutes.
3. Observers are required to check into the office prior to the observations, sign in, and obtain a visitor's pass
4. When in the classroom, observers should be respectful of the class rhythm and should not interact with the students or engage in any dialog with the class teacher. A chair will be provided for observers in an area that is the least disruptive to the class.
5. Should observers have any questions following the visit, they may leave a note in the teacher's or administrator's mailbox either requesting a phone conference or a face to face meeting,
6. Parents/guardians may observe up to three times during the school year.

Visitation Policy

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 acquire a volunteer badge from the main office immediately upon entering any school building or grounds 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, 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.

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 within 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. 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 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.

Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all Ocean Charter School ("School") employees, volunteers, contractors, and governing Board ("Board") members[12] (collectively referred to as "adults" herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on the School's website at link.

Corporal Punishment

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 this policy, corporal punishment does not include an individual's use of force that is reasonable and necessary to protect the individual, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

[12] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, adult/student interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any adult reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Adults must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Adult/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts such as email, text message, and/or social media.
(l) Engaging in any electronic, digital, or social media communication with a student that is not School-related.
(m) Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when adults have parent/guardian and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Adults/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person is prevented from using a better practice or behavior. Adults must inform a school administrator of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Adult/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students within School provided platforms must be professional and pertain to school activities or classes.(Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.

(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another adult to be present if you will be alone with any student with special needs.
(o) Asking another adult to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives, and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.
(t) Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.

Suspension and Expulsion Policy

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 Charter 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.

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 under Suspension 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 OCS' Discipline policy and/or Code of Conduct 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. The OCS Discipline Policy and its procedures and the Code of Conduct 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 Discipline 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, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This description of OCS' discipline policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so

long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are also available upon request at the front office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(g).

Enumerated Offenses

1) Discretionary Offenses: Students may be **suspended and/or recommended for expulsion** when it is determined the student:

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

    b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or

disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a 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 subparagraph (1) 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.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Offenses: Students **must** be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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

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 Assistant Director or their designee determines that the student has committed a suspendable or expellable act as enumerated above.

Notice to Student

When a student commits a suspendable offense as enumerated above, an informal conference will be conducted by the Executive Director or Assistant 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. OCS affirms that the process for investigating incidents and collecting evidence will be fair and thorough.

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 Assistant 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 Assistant Director, or their designee (Campus Coordinator or HR/Enrollment Coordinator) 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 Assistant Director, or their 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 prior to its completion by submitting a written request to the OCS Board of Trustees' Hearing Board Chair, 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 within ten (10) school days of the request, 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 conducted by the Hearing Board shall be limited to determining if the Executive Director, Assistant Director, or designee as specified above 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 notice of the hearing at least three (3) school days in advance 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

The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the Executive Director, or Assistant 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.

The total number of days for which a student with disabilities may be suspended shall not exceed 20 school days in any school year. Students with disabilities suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which

could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Ocean Charter School is an Option 1 school of LAUSD. As such, Charter School operates as a school of LAUSD for special education purposes. LAUSD will provide special education personnel, operate special education classrooms (i.e., RSP and SDP, etc.), and implement the programs and services, including providing related services and services within the interim alternative educational setting for students undergoing discipline, and as required by the IEPs of the students enrolled at the Charter School. Charter School will identify students suspected of being students with disabilities, and will notify LAUSD when a student with a disability or suspected disability is recommended for expulsion by Charter School and requires a manifestation determination review. Accordingly, all responsibilities set forth regarding students with disabilities within this Element 10 will be addressed in accordance with the special education MOU and state and federal law.

Students to be suspended 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.

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

Students suspended 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

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.

OCS will seek to enter into the District's Memorandum of Understanding for interim placement options in instances of student discipline, including for students with special needs.

Expulsion Procedures

Specific rules and procedures for student expulsion

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 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, composed of two 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 circumstances 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 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 date 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 parents within 30 calendar days prior to the end of the expulsion term. This notification will request parents to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

Expelled Students/Alternative Education

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

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts referenced in Education Code Section 49079. These are: Causing or attempting to cause serious bodily injury or willful use of force, Possessing, selling, or using a knife, gun, or explosive, Unlawfully possessing, selling, or being under the influence of controlled substances, alcohol, tobacco, or intoxicants, Robbery, extortion, or damaging/stealing school/private property, Obscene acts, sexual harassment, or sexual assault, harassment, threats, or intimidation. OCS affirms that any disclosed information shared with teachers is confidential.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with

disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special 192 education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education. In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions: A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

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 lesson books and not use textbooks as a primary resource. We further understand that we are choosing a school with a mindful approach to technology that limits its use almost completely in the younger grades and significantly more so than other public schools in the middle and upper grades. We understand that our child/children in TK through 5th grade will not be given grades, but instead will receive detailed end-of-the year reports.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 as many Parent Collective and community events as possible.
- 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 understand that I am responsible for knowing and following the **terms and policies of this Parent Handbook.**

_____ I fully understand and will comply with the **Neighborhood Street Safety and Traffic Agreement.**

_____ I fully understand and will comply with the **media usage guidelines and Media Policy,**, including the restriction of cell phones and smart watches on campus.

_____ I fully understand and will comply with the OCS **Dress Code Guidelines**.

_____ I fully understand and will comply with the OCS **Nutrition Guidelines**.

_____ If my student, who is under 17 years old, participates in school athletics, I acknowledge we, parent and student, have read the **Opioid Information Sheet.**

_____ _____
Student(s) Name Grade(s)

_____ _____ _____ _____
Parent/Guardian #1 Signature Date Parent/Guardian #2 Signature Date