PARENT & STUDENT HANDBOOK
2018-2019
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An Independent Public Charter School
6957 North Figueroa Street Los Angeles CA 90042
www.optimistcharterschool.org

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SCHOOL OVERVIEW

ADMINISTRATION

SUPERINTENDENT       ALAN ESKOT, MA       323-443-3114
PRINCIPAL            LYNN DEYOUNG, MA       323-443-3120
VICE PRINCIPAL       DAVID RUSSO           323-443-3116
EXECUTIVE DIR. OYHFS  SIL ORLANDO, MSW      323-443-3127

MISSION AND VISION

The mission of Optimist Charter School (OCS) is to provide a motivating educational opportunity and integrated support services for young men and women, especially those experiencing challenging life circumstances. Our students include young men and women in the foster care and probation systems, who have experienced a lack of success in traditional educational environments. Our mission is to provide quality academics for foster youth in a safe, structured setting that also provides therapeutic behavioral intervention and social skills training to promote educational success.

Our vision is to empower students to become self-reliant by helping them develop the academic and social skills, ambition, and self-confidence necessary for productive, successful lives. We intend to give them the tools for future academic success that will allow them to reach their potential.

Our agency’s mission is to provide innovative and individualized treatment, education, and support services to children, young adults and families to better their lives.

EXPECTED SCHOOLWIDE LEARNING RESULTS

- OCS students will demonstrate competency in core academic subjects and will be technologically literate.
- OCS students will demonstrate the ability to interact in a collaborative and respectful fashion with all cultures.
- OCS students will exhibit initiative, creativity, and innovation.
- OCS students will demonstrate the ability to communicate effectively and to apply problem solving skills to their academic and life challenges.
- OCS students will demonstrate the ability to show compassion, integrity, and a sense of social responsibility for their immediate environment and for our global society.
● OCS students will exhibit leadership skills and become positive role models for their peers.
● OCS students will leave us with a life plan (Individual Success Plan).

NONDISCRIMINATION STATEMENT

Safe Place To Learn Act –EC 234 And 234.1
OCS is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics as set forth in Section 422.55 of Penal Code and EC 220, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school staff who witnesses an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to a school activity or school attendance may be subject to disciplinary action up to and including expulsion.

SCHOOL OF RESIDENCE

Students who are between the ages of six (6) and eighteen (18) years, and not otherwise exempted, are subject to compulsory full-time education. Students who are at least sixteen (16) years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents/ legal guardians/group home representatives are required by law to send their children to school. Failure to comply with these requirements may lead to a referral to a School Attendance Review Team (SART), a School Attendance Review Board (SARB), the District or City Attorney’s Office, and/or the Juvenile Court. When necessary, legal action can be taken against the parent/ legal guardian/ group home representative or the student, depending on who is responsible for failing to comply.

The City of Los Angeles and Los Angeles County have loitering ordinances. They prohibit any person under the age of eighteen (18) and subject to compulsory school attendance from loitering in or on the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds between the hours of 8:30 a.m. and 1:30 p.m. on days when school is in session. Students who violate these ordinances may receive a citation, have to appear in court with his/her parent/legal guardian/group home representative, and have a fine imposed by the court and/or risk having his/her driver's license held.

PERMITS AND STUDENT TRANSFERS

OCS recognizes that the needs of individual students and families must be addressed. Applications for permits for students currently enrolled at OCS may be obtained in the School
Office. The transfer of a student from one school to another for the purpose of improving achievement, attendance, or adjustment may be addressed as an opportunity transfer. For more information, please contact the School Office.

SEXUAL HARASSMENT AND GENDER BIAS - TITLE IX POLICY FOR STAFF AND STUDENTS

Federal law, Title IX, state law and OCS policy prohibit anyone at a school from discriminating against any student on the basis of sex, sexual orientation, or gender. Males and females must be treated the same in all areas, including:

- Participation in athletics
- Enrollment in classes
- Counseling services
- Participation in extracurricular activities
- Treatment in the classroom
- Recognition and honors, special awards, scholarships
- Graduation activities

Pregnant and parenting students, regardless of their marital status, have the right to attend school and participate in any program of activity in an environment free from discrimination or harassment, the same as any other students. When pregnant or parenting students transfer to specialized alternative programs such as Pregnant Minor Schools or Cal-SAFE Programs, those transfers must be voluntary. Classes and materials must be equal to those offered to other students, and/or students must be provided access to the classes to complete his/her course of study. In addition, Title IX protects students from sexual harassment. This means that no student, teacher, administrative director, or other employee can make unwelcome sexual advances, speak in a sexual manner to, or request sexual favors from students at school or at a school-sponsored event. If a parent, guardian, group home or student believes that the student's rights under Title IX have been violated, there is a process to resolve the grievance. Students are encouraged to contact a counselor or an administrative director for further guidance and reporting procedures.

PARENTAL RIGHTS

A parent/legal guardian/group home representative of pupil(s) enrolled at OCS has the right to work together with school staff in a mutually supportive and respectful partnership to help their teenager succeed.

A parent/legal guardian/group home representative, subject to certain conditions and notifications, has the right to:

- Observe the classroom(s) in which their student is enrolled or will be enrolled.
Meet with their student’s teacher(s), counselor, and/or administrative director.

Volunteer, under the supervision of OCS employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, OCS requires volunteers to be fingerprinted and provide documentation of a recent TB test. Please see the school administrative director who works with volunteers for more details.

Be notified if their student is absent from school without permission.

Receive the results of their student’s performance on standardized and statewide tests and information on the performance of the school.

Have a school environment for their student that is safe and supportive of learning.

Examine the curriculum materials of any class in which their student is enrolled.

Be informed of their student’s progress in school and of the appropriate school personnel whom they should contact if problems arise with their student.

Have access to the school records of their student and to question anything that they feel are inaccurate, misleading, and/or is a violation of the student's privacy rights and to receive a response from the school.

Receive information concerning the academic performance standards, proficiencies, or skills their student is expected to accomplish.

Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school. This information is contained in this handbook.

Receive information about any psychological testing the school does involving their student and to deny permission to give the test.

Participate as a member of a school wide committee, governing board, or parent organization, in accordance with any rules and regulations governing membership in these groups.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
• Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

• Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Pupil Record Access
The review of any or all pupil records will be during regular school hours and arranged at a time mutually convenient to the parent/guardian/group home representative (or student, when
applicable) and the school official (i.e. counselor, or Principal). When a pupil record of one student includes information concerning other students, the parent/guardian/group home representative or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent/guardian/group home representative or to the particular adult student. If the parent/guardian/group home representative or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school may charge a fee for the copy.

With regard to the challenge of grades, in the absence of a clerical or mechanical mistake, fraud, bad faith, or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades must be submitted in writing to the principal supervising the teacher’s department. The review of a grade challenge will be conducted by the principal.

Records or information maintained by a school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent/guardian/group home representative or adult pupil.

Location of Student Records
OCS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. The school maintains the confidentiality of student records by maintaining student records in a secure location accessible only to authorized school personnel.

HIPPA
OCS, its employees and officers will comply with the Health Insurance Portability and Privacy Act (HIPPA) at all times. The school maintains the confidentiality of students’ private health information by maintaining student records in a secure location accessible only to authorized school personnel.

Complaints
Parents/guardians/group home representatives have the right to file complaints regarding school procedures affecting rights of privacy with the Principal, Superintendent, Executive Director of OYHFS, Board of Directors of OCS, LACOE, or the California State Department of Education, and/or
Family Educational Rights and Privacy Act Office,
Department of Health, Education, and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201.
UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that OCS complies with state and federal laws and regulations governing educational programs. The Board shall investigate and seek to resolve complaints at the school level and shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination or failure to comply with the law in Adult Education, Career Technical Education, Child Development, Consolidated Programs, Indian Education, Migrant Education, Nutrition Services, Special Education, and laws regarding unlawful discrimination on the basis of race, sex, sexual orientation, race ethnic group orientation, color, ancestry, national origin, age, gender identity, religion, and/or mental and physical disability by a local agency that is funded directly or receives any state or federal financial assistance. Complainants are notified that matters listed under "Referring Complaint to Appropriate Agencies" are not issues covered by these procedures.

Compliance Officer
The Executive Director will receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and ensure compliance with the law.

Notifications
The Board shall annually notify in writing students, employees, parents, group home representatives and guardians, advisory committees, and other interested parties of these procedures and the person responsible for processing complaints. Complainants are hereby notified that they may have alternative civil law remedies via governmental administrative agencies, such as (federal) Office for Civil Rights, (state) Department of Fair Employment and Housing (DFEH), (federal) Equal Employment Opportunity Commission (EEOC), local bar associations, law schools, the Superintendent, or mediation services.

Filing of Complaint
A written complaint of alleged noncompliance with a federal or state law or regulation governing education programs must be filed with the compliance officer. When the subject matter of a complaint is not covered by this policy, the complainant shall be advised.

An individual or specific individuals who allege that s/he or they personally suffered unlawful discrimination may file complaints alleging the unlawful discrimination. The complaint must be filed no later than six (6) months from the date of the alleged discrimination or when the complainant first obtained knowledge of the facts of the alleged discrimination. The State Superintendent of Public Instruction may, for good cause, grant an extension of up to ninety (90) days upon written request of the complainant. If a complainant is unable to put a complaint in writing due to conditions
such as illiteracy or other handicaps, school personnel staff shall assist in filing the complaint. The Complaint Procedure Forms are available upon request.

**Investigation of Complaint**

At the discretion of the compliance designee and with the consent of the parties, the compliance designee may undertake a resolution of the dispute via mediation. This step is optional.

Upon receipt of the complaint, the compliance designee will give the complaint to the appropriate person who will hold investigative meetings, when necessary. Complaints and/or representatives and the school representatives may present relevant information. To ensure that all pertinent facts are made available, the compliance designee and the complainant may request other individuals to provide additional information. Complainants are protected by law from retaliation for his/her participation in the complaint investigation process. Complainants are advised that while the school will make an effort to protect his/her privacy and confidentiality, investigation of his/her complaint may require disclosure of certain information to others. By filing a complaint, complainant authorizes the school to investigate and make disclosures as may be reasonably necessary to the investigation and resolution of the complaint.

**Written Decision**

Within sixty (60) days of receiving the complaint, the compliance designee shall prepare and send to the complainant a written report of the school’s investigative findings, corrective action (if any), suggested resolution(s), and a rationale for the findings, along with any supporting documentation. This investigative report shall be written in English and in the language of the complainant whenever feasible or required by law.

**Appeals to the California Department of Education**

If a complainant is dissatisfied with the Board’s decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) days of receiving the Board’s decision. The appeal must be in writing and must include a copy of the original complaint, as well as a copy of the local site decision provided to them. The appeal should be sent to:

State of California Department of Education  
State Superintendent of Public Instruction  
P.O. Box 944272  
Sacramento, CA 94244-2720
RESTITUTION OF MONIES

OCS policy and State law mandates that the parent, guardian or group home representative of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian/group home representative pays for the damages or returns the property.

OCS accepts checks, cash, and money orders as payment for most purchases and restitution of monies. It is the policy of OCS to seek restitution when a student, including, but not limited to, willfully cuts, defaces, and/or causes the loss, non-return, or otherwise injures any property, real or personal, belonging to the school district or a school employee. The parent/guardian/group home representative of the student is liable for such damages, not exceeding $10,000.

Upon receiving notification, the parent(s), guardian(s) or group home representative may pay the outstanding obligation, or the student or parent/guardian/group home representative may complete a voluntary work assignment determined by the school. Upon satisfactory completion of the school voluntary work assignment, the marks, diploma, or transcripts shall be released and/or the debt discharged.

As outlined in this handbook, students are not allowed to bring personal, non-academic items or cash exceeding $3.00 to campus. OCS is not responsible for any personal property (electronic or otherwise) or cash that are brought on campus that is lost, stolen, or damaged.

FACILITIES

OCS is on the campus of Optimist Youth Homes and Family Services (OYHFS) located at 6957 North Figueroa St. in Highland Park, CA. The school is housed in a two-story brick building as well as in our Youth Learning Center both of which have a current Fire Inspection Clearance and meet city, county, and state requirements. OYHFS will continue to maintain a school facility that complies with state and federal building codes, Federal Americans with Disabilities Act access requirements, and any and all other applicable fire, health, and structural safety requirements.

Criminal Background Checks

OCS requires all employees of the Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any on-site vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School maintains, on file and available for inspection, evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with
students. The Charter School also ensures that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

**Child Abuse Reporting**
Each and every employee understands that they are mandated to report child abuse, acts of violence, and other improprieties as mandated by federal state and local laws and regulations. The employee that learns of the suspected abuse is responsible for reporting the incident to the Department of Child Family Services (DCFS) or to the appropriate law enforcement agency and writing the report. The employee will also inform a school and/or agency administrator that a report has been made.

**Student IDs**
Students who request one will receive a school ID with their birthdate, name, photo and the school year printed upon it.

**Cafeteria/Lunch**
We have contracted through a private caterer to provide lunch on campus. If your child qualifies for the national lunch program, this service is free or reduced. All students will receive a free lunch regardless of whether or not their family qualifies for free and reduced lunch.

**Transportation**
OCS will provide transportation only to those students with an IEP receiving Special Education Services which mandates transportation.

*MTA: Students may use their School IDs to purchase discounted Bus passes. We do not provide passes.*

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**SAFETY**

**VISITORS ON CAMPUS**

Generally, visitors are not permitted on campus without the permission from a school administrator. For an exception to this rule, campus visitors must have the consent and approval of the Principal or Superintendent.

Permission to visit must be given at the time requested, if at all possible, or within a reasonable period of time following the request. Students who are not enrolled at the school are not to be on the campus unless prior approval of a school administrator has been obtained. Visitors may not interfere, disrupt, or cause substantial disorder in any classroom or school activity.
Expectations While on Campus

Visitors are expected to:

- Sign in at the front desk of the lobby.
- Follow the established school policy in requesting a classroom visitation.
- Complete a visitor's permit upon arrival at the site.
- Enter and leave the school and/or classroom as quietly as possible.
- Not converse with the students, teacher, and/or instructional aides during the visitation.
- Not interfere with any school activity.
- Keep the length and frequency of classroom visits reasonable.
- Follow the school’s established procedures for meeting with the teacher, therapist, superintendent, and/or principal after the visit, if needed.
- Return the visitor’s permit to the point of origin before leaving the campus.

Security Guard Hours:
Monday – Saturday 8 am to 8 pm  
Sunday 10 am – 6 pm

Please Call Ahead
If at all possible, notify the school in advance so that the OYHFS Facility can grant security clearance. Visitors must sign in at the security gate and at the school office and receive a visitor’s pass which must be worn while on campus.

EMERGENCY PROCEDURES

Students:
1. Students will be advised of all school emergency procedures and understand that they are in effect to keep students safe.
2. Students will receive instructions on procedures for fire, earthquake, civil disorder, school lockdown, bus safety, air pollution and local disasters.
3. Students are required to follow instructions from school staff members at all times and take their responsibilities seriously in an emergency situation.
4. All students are instructed to seek adult assistance at school or home in case an emergency occurs while in route to or from school.
5. Students will know the person(s) designated by their parents on the emergency information card to pick them up and care for them in the event their parent are unable to do so.
6. All students will remain under school supervision until reunited with their parents or other designee.

Parents:
1. Parents must plan to pick up children from school following an emergency and instruct child to remain at school until the parent or other designee arrives.
2. Parents must remember that schools will not send children home in an emergency but may relocate them to an alternate site if it is determined that school conditions are unsafe.
3. Please familiarize yourself with Earthquake/Disaster Plan and be patient with the student release process.
4. Parents must annually complete and provide updated information on the Emergency cards for each child, and notify school of any changes during the school year.
5. Parents should review and reinforce the emergency information children receive at school and review their own family emergency plan.
6. Please instruct your child to seek adult assistance if an emergency occurs on the way to or from school.
7. Please monitor the Emergency Broadcast System for information related to schools during and after any disaster.

**PEST MANAGEMENT PROGRAM**

The facilities shall be free of vermin and other insects that could affect the health and welfare of students, staff, and visitors. There shall be routine pest control inspection of the facilities and adjacent grounds. Inspection reports shall provide a vehicle for problem identification and ongoing provision of routine pest control services.

**Pesticide Products – EC 17612**

OCS is providing parents the name of all pesticide products expected to be applied at our school facility this school year. That identification includes the name and active ingredients. Parents and guardians may register with OCS if they wish to receive notification of pesticide application at a particular school or facility, please request a REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION from their school. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015.

[www.cdpr.ca.gov](http://www.cdpr.ca.gov)

<table>
<thead>
<tr>
<th>PESTICIDE NAME</th>
<th>ACTIVE INGREDIENT(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MasterLine Termiticide/Insecticide</td>
<td>Bifenthrin 7.9%</td>
</tr>
<tr>
<td>Suspend SC Insecticide</td>
<td>Deltamethrin 4.75%</td>
</tr>
<tr>
<td></td>
<td>1,2-Propanediol 15.2%</td>
</tr>
<tr>
<td></td>
<td>Nonylphenol ethoxylate, branched 2.85%</td>
</tr>
<tr>
<td>Super Turf 25-5-5</td>
<td>Ammonium Sulfate</td>
</tr>
<tr>
<td></td>
<td>Monoammonium Phosphate</td>
</tr>
</tbody>
</table>
HEALTH INFORMATION

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

An effort will be made to notify parents/guardians/group home representatives about school exposure to chickenpox. The parent/guardian/group home representative of a student for whom chickenpox presents a particular hazard should contact the OYHFS Health Office or school administrator. School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the parent/guardian/group home representative per C.E.C. Section 46010.1.

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the parent/guardian/group home representative per C.E.C. Section 46010.1.

Students with a medical condition and who have been approved by the OYHFS Health Office may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, OCS may regulate the type of sun protective clothing/headgear worn by students. OCS is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

**Health office information**

The Health Office is operated by Optimist Youth Homes and Family Services residential program. It is staffed by one registered nurse, either an LVN or RN, and assistants. Students with any physical or emotional health problem may come to the Health Office.
with a written pass from his/her teacher. The parent/guardian/group home representative will be called if the student needs to go home. When picking up an ill student, the parent/guardian/group home representative must come into the School Office to sign the student out. If a student goes home due to illness, he/she may not return the same school day.

Current emergency information MUST be on file at the school so that parents/guardians/group home representatives can be notified promptly in case of accident or illness involving their child.

**Immunizations and Tuberculosis Testing**

All enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations are maintained, and Optimist Youth Homes and Family Services honors County requirements for periodic Tuberculosis (TB) tests as described in Education Code section 49406. All enrolling students will have screening vision, hearing, and scoliosis exams to the same extent as would be required if the pupils attended a non-charter public school.

1) All new students, in transitional kindergarten through grade twelve, to OCS must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, and varicella immunizations.

2) All seventh grade students must also provide proof of a second immunization for measles, mumps, rubella and a pertussis booster vaccination.

**Prescription Medications**

OCS maintains and implements policies and procedures to safely accommodate students’ needs for prescription drugs and other medications.

It is the policy of OCS that any pupil who is required to take, during the regular school day, medication prescribed (prescription or over the counter) for him/her by a physician may be assisted by the OYHFS nurse or other designated school personnel if the school receives: 1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and 2) a written statement from the parent/guardian/group home representative of the pupil indicating the desire that the school assist the pupil in the matters set forth in the physician’s statement. The required forms are available in the Front office.

Students may not carry or use any medication including over the counter or prescription with them without written physician and parent/guardian/group home representative and after being cleared through the School Office. Self-administration of certain medications may be permissible ONLY by special arrangement with the school principal and nurse. Students and school staff are not permitted to administer any medication at any time without a written authorization by a physician and parent/guardian/group home representative. The required forms are available in the Main Office.
A student's parent/guardian/group home representative is responsible for picking up any remaining medication at the end of the school year. If left in the OYHFS Health Office after the last day of school, the medication will be destroyed.

Condom Distribution
OCS will make condoms available at no cost to students who request them unless the parent/guardian/group home representative withdraws permission. This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available, OCS assumes no liability.

Health Insurance
OCS does not provide student insurance for medical, dental or hospital services needed for injuries to students while involved in school-related accidents. Children's Health Access and Medi-Cal Program (CHAMP) provide information and assists parents/guardians/group home representatives to access health and insurance for their children ages 0-18. Parents/guardians/group home representatives can call a toll free Helpline at 1 (866) 742-2273.

Physical Education Excuses
Students must bring any parent/guardian/group home representative or physician written physical education excuses to the Health Office before school starts for the day if the student needs to be excused from Physical Education. Parents/guardians/group home representatives may write excuses for up to three (3) days for minor problems. Any P.E. excuse for over three (3) days must be written by a physician. The student will be given a physical education excuse form to be given to the physical education teacher.

Conditions that require a physician’s written note to attend school include:

1. A student returning to school with stitches, cast, crutches, brace, splint or sling.
2. A student returning to school after a prolonged (five (5) or more consecutive days) or serious illness, injury, surgery, hospitalization or contagious illness.

The written note must state the date the student is permitted to return to school and any recommendations regarding P.E. classes or activity on campus. An excuse (less than ten (10) weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury.
DISCIPLINE

DRESS CODE

School Uniform: Generally the Optimist Youth Homes dress code will be followed: however, our uniforms should be the following:

1. A polo shirt or dress shirt which does not have red, blue, or any variation of those two colors to be worn daily. Emblems cannot be in red or blue, such as a large red or blue horse. Top button is to be unbuttoned. Items that are pink, not close to red, may now be worn.
2. Pants that are not tight fitting (no leggings) and do not have holes or rips in them, again no blue or red or a combination of either of these colors. No sagging pants. Sweat pants may be worn but they can’t be too loose or too tight.
3. Shorts or sweat shorts may be worn which are not tight, are approximately knee length, and do not look like gang related shorts, long shorts with high socks.
4. Sneakers should be worn by those students who have PE. Other foot wear as described in OYHFS dress code.
5. Nose jewelry is not allowed. All piercing regulations from the residential dress code need to be followed.
6. Any clothing with hoods is not allowed except on rainy days.
7. Sweaters or coats which are not red, blue or a variation of those colors.
8. Shorts cannot be worn under pants or shorts.

Revised 9/14/17

These rules can be modified at any time as necessary by administration.

ATTENDANCE

Students, with the written consent of their parents/guardians/group home representatives, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

Student absences must be excused. If a student is absent, his/her parent/guardian/group home representative must, either in person, in writing, or by phone, contact the school with an excuse for the absence. All absences not excused by the parent/guardian/group home representative will be considered truancy. Continued truancy will result in parent/guardian/group home representative conferences. Students who engage in chronic truancy may be referred to court and
may face legal action. Only students with excused absences have the privilege of making up missed work. Students will not be excused for family or business trips.

The student and parent/guardian/group home representative shall be given three (3) school days to explain the absence. If the absence is not verified as an excusable absence, it shall be recorded as unexcused. The reason for an unexcused absence shall be recorded. The name of the person receiving any oral explanation shall also be recorded.

A student whose absence is excused according to the above conditions shall be allowed to make-up those assignments and tests that can be reasonably provided, which were missed due to an absence, and, upon satisfactory completion within a reasonable amount of time, shall be given full credit. The teacher of the class from which a student is absent shall determine the tests and assignments that shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that a student missed during the absence. Responsibility for requesting missed work lies with the student.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
   (1) Due to his or her illness.
   (2) Due to quarantine under the direction of a county or city health officer.
   (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
   (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
   (5) For the purpose of jury duty in the manner provided for by law.
   (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

   (7) 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 his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
   (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
   (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

**GENERAL CLASSROOM RULES**

1. Enter classroom quietly with appropriate behavior. Go directly to your assigned area.
2. Be respectful of peers, staff, and environment.
3. Use appropriate language.
4. Students in hallway need a pass.
5. Always walk in school (except when appropriate in P.E. activities.)
6. Grooming and make-up should be done before school, at lunch, or during earned breaks.
7. Radios, cell phones, portable electronic, etc. are not to be brought to school.
8. No food of any kind should be brought to school.
9. No eating or drinking during class time except when nutrition snacks are distributed.
10. Students are not to chew gum at any time.
11. No horseplay or personal contact in school.
12. Student may not answer phones or touch thermostats, lights, televisions, V.C.R's, etc. unless asked to by a teacher.
13. Students are responsible for keeping the classroom neat and clean.
14. No gang-related behavior (verbal, signing, or writing.)
15. Inappropriate touching or disruptive behavior will not be tolerated at school.

**CONTRABAND**

**Skateboard, Skates, Rollerblades and Scooters Policy**
Students may not bring skates, rollerblades or scooters to school. Skates, rollerblades, and scooters can present a safety hazard to others. Anyone in possession of a skateboard on campus after the bell rings will have it confiscated upon entering school. All skateboards must be carried while being turned in. Items will be returned at the end of the school day.
Prohibition Against Drugs Tobacco and Alcohol
Alcohol, tobacco, and nicotine products (such as cigarettes, chew, or other related products) are prohibited. Students found in possession of, or having used, such products under school jurisdiction, will receive specified consequences that could include suspension, recommendation for participation in deterrent programs, opportunity transfer, exclusion from extracurricular activities, or expulsion. Possession of drugs at school may also constitute a crime and will be reported to school police.

Any student found to have participated in the unlawful sale of drugs will be recommended for expulsion and may be subject to criminal prosecution.

Prohibition Against Firearms Weapons and Other Dangerous Objects
OCS maintains a zero tolerance policy for any type of dangerous object. Therefore, the school principal/administrator will take immediate and appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to, knives (including Swiss Army-style knives, X-Acto knives, utility knives), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of firearm or BB/Pellet gun (including replica guns). Any student who inadvertently brings an object onto campus that is prohibited should turn it in to a teacher or the principal immediately; doing so will avoid disciplinary consequences. Pursuant to the Federal Gun Free Schools Act, and in accordance with California law, any student found in possession of a firearm shall be recommended for expulsion. Storage of any of these items in areas such as, but not limited to, lockers, purses, backpacks, or automobiles is deemed to be "in possession."

STUDENT SEARCHES

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances.

Behavior Specialist
Behavior Specialists are assigned to the school site. Supervision aides and school staff also monitor the campus.

Daily Metal Detector Searches
To maintain our safety on campus, there will be daily random metal detector searches of students. Every effort will be made to respect students in the course of these searches. Searches of students will be conducted with a “wand” in a fair and random manner. California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Daily use of metal detectors is appropriate only if:
  ● The method of selection of students to be searched is genuinely random.
Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).

School officials provide parents/guardians/group home representatives and students with the random metal detector search procedures.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student, in accordance with the above guidelines for reasonable suspicion searches.

**Searches Based on Reasonable Suspicion**

If a student has engaged in conduct that causes the principal to have reasonable suspicion that the student has committed or is about to commit a crime or has violated statutory laws or school rules, the principal may conduct a search of that student. The principal must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on the reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
- Follow-up on a credible tip, even if anonymous.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, back packs, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Searches based on reasonable suspicion will be conducted in a private area whenever possible.

**Search Guidelines**

1. The personal rights of the student cannot be violated. Students have the right to be free from unreasonable searches.
2. Students, parents/guardians/group home representatives, and county workers should have advance knowledge of the OYHFS search policy.
3. In order for a search to be conducted, there must be reasonable cause to suspect the presence of contraband or stolen property on the part of the student or the student being under the influence of drugs or alcohol.
4. The search must be authorized in advance by the appropriate Administrator or designee.
5. There must be an indication in the student’s Needs and Services Plan that prior history or associations increase the risk of behavior leading to the necessity of a search.
6. Searches must be conducted in a private area without staff intent of causing the student pain, humiliation and/or intimidation.
7. Students may be asked to empty their pockets, take off an outer jacket or sweatshirt (if they have a t-shirt on underneath), and/or remove shoes and socks.
8. Strip searches and internal cavity searches are strictly prohibited.
9. Searches should be performed by at least 2 staff, preferably of the same sex as the student.
10. The search must be documented in the student file and the child’s therapist must be notified.

Canine Search Program
As part of our safety plan, periodic unannounced canine visits will take place. Any canine inspection may not be arbitrary, capricious, or discriminatory. Canines will only search the physical plant without students present.

Parental Notification of Searches/Interviews
While every effort will be made to maintain open and strong communication between the school and home, it may be necessary to administratively search and/or interview a student without notifying the parent/guardian/group home representative. Random searches occur on a daily basis within the facility.

Surveillance Cameras
For student and staff protection, certain areas of the school campus are subject to surveillance by cameras.

BEHAVIORAL MANAGEMENT SYSTEM
Behavioral techniques are implemented to help facilitate appropriate behaviors. Consistency is an integral part of the program. When a contingency is set up, the positive or negative reinforcement must always follow. All teaching staff within each classroom should react to situations in similar ways. In general, there are basic guidelines whereby all teaching staff will be consistent. It is our experience in working with this type of population, that structure and setting limits is of utmost importance. Consequently, students will be reinforced for using these behaviors. Simultaneously, they will also know what behaviors are inappropriate and the consequences of those behaviors.

In addition to the teachers offering positive and immediate feedback to the students, a token economy system is utilized whereby students earn points for appropriate academic and behavioral tasks. School is treated as a job. Points are earned depending upon the work completed, the percentages received, and the behavior elicited. These points are exchanged for money at the end of the week. Students can earn $3.00 at the end of each week each time they accumulate 3,000
points from individual contracts completed and points earned from completing assigned work during classes.

Students will also be graded for their behavior each period. The student will receive a level of 0 to 3 in 0.5 increments. At the end of the day, the student’s levels are calculated into a daily percentage which is then used to calculate the reinforcers in the form of monetary rewards. Those students earning 0% to 66% receive no money. Students earning 67% to 77% (a grade of C) receive 15¢, students earning 78% to 88% (a grade of B) receive 20¢, and those earning 89% to 100% (a grade of A) receive 25¢. This money is accumulated weekly to be spent in our student store.

There is also a Student of the Day, Week, and Month from each homeroom. Student of the Day students earn a treat, Students of the Week earns an additional 500 points ($0.50) and a treat, and the Students of the Month earn a certificate go out to lunch with a school administrator and staff. The money earned can be transferred into the student’s dorm, group home or ILP account, or used to buy items in our school store.

The school store is another positive reward used to motivate our students. Students may shop on a weekly basis for items such as batteries, earphones, gift cards and personal items (i.e. cologne, hairspray, gift cards, etc.) Students can also earn additional reinforcers such as free time to listen to music or play games, to have a special lunch with staff member, etc. The reinforcers are used on an individual basis depending upon the needs of each student. As the student progresses, the reinforcement schedule will be faded and eventually the social praise will become reinforcing enough for the students. Thus the process of weaning students off reinforcers will occur. A detailed explanation of these various behavioral systems and how to implement them follows:

**Behavior Sheets**

At the beginning of each school day, each student is given a behavior sheet. Each student is responsible for keeping track of the behavior sheet throughout the day.

Students will also be graded for their behavior each period. The student will receive a level of 0 to 3 in 0.5 increments. At the end of the day, the student’s levels are calculated into a daily percentage which is then used to calculate the reinforcers in the form of monetary rewards. Those students earning 0% to 66% (D or F) receive no money. Students earning 67% to 77% (a C) receive 15¢, students earning 78% to 88% (a B) receive 20¢, and those earning 89% to 100% (an A) receive 25¢. This money is accumulated weekly to be spent in our student store.

**Levels**

Each student is given a behavior level at the end of each period. The level is a score for the student’s behavior during the period. The highest level is a 3, the lowest is a 0. The following is a general description of the different behavior levels:
3.0 Requirements to earn a 3.0:
- Come on time and are prepared. This means having all materials including: school binder with dividers, classwork from previous day, homework to be turned in, turned in point sheet at beginning of period
- Remained in class and in assigned seat for entire period
- Was consistently and actively engaged in class activities and discussions (e.g. turned in completed classwork and homework as required, answered questions, asked questions by raising hand when appropriate, involved in class discussion, went to board if asked)
- Used appropriate language with appropriate tone and volume
- Followed directions upon first request without debating with teacher/staff
- Demonstrated appropriate behavior with peers and teachers/staff
- Did not engage in tagging or gang-related behaviors
- Maintained appropriate boundaries with peers and teachers/staff

2.0 Requirements to earn a 2.0:
- Worked mostly throughout class and completed work on time
- Had necessary materials including binder and turned in point sheet
- Exhibited acceptable appropriate language/speech and behavior with no more than one warning
- Took no more than one appropriate time-out (Appropriate time-out means: 1) asks for time-out, 2) waits for pass from teacher, 3) sits in assigned seat outside of door to the classroom, 4) comes back on time – no more than 5 minutes – and begins work/reintegrates into class activities

1.0 Requirements to earn a 1.0:
- Did not bring all necessary materials – binder, classwork, homework
- Had extreme, unexcused tardiness, more than 5 minutes
- Had minimal participation and/or completed minimal classwork
- Provoked staff and/or peers, exhibited bullying or intimidating behaviors, was somewhat disruptive in class

0.0 Requirements to earn a 0.0:
- Was OGA – on grounds AWOL, not in assigned room or setting without permission
- Engaged in significant disruptive behavior including fighting
• Showed complete unwillingness to participate in class activities/work
• Not turning in a point sheet to teacher to fill out

Forgery or tampering with a point sheet in any way (e.g. writing on, scribbling out information, changing scores, filling out scores, tearing off portions, tearing up point sheet) will result in a zero percentage and loss of all points for the entire day. Not turning in a point sheet at the end of the day to be scored out will result in a zero percentage and loss of points for the day.

Each student that enters class has the potential for earning a 3 during that period. If the student exhibits certain behaviors then the student is scored down (receives a level drop) anywhere from a half level (0.5) to three levels (3.0).

**Points**

Every period, students receive points for their work. Levels are for behavior. Points are for work productivity, accrue daily and can be exchanged at the end of the week based on the number earned. 3,000 points equates to $3.00. Residential students get this money placed in their accounts. Other residential students have this amount given to staff to place in their accounts. Community students get this money given to them in cash.

During all class periods, except the first homeroom, students can receive up to 100 points for the completion of their work. A student who completes 75% of the work would receive 75 points. A student who completes 50% of the work would receive 50 points. This is not an exact science so teachers will have the flexibility of deciding whether or not each student has earned 100, 75, 50, or 0 points each period. However, points will be earned in the following ways:

- **100**  Completed all assigned work and actively participated. (Must show work when appropriate.)
- **75**  Completed the majority of the work.
- **50**  Completed some of the work.
- **0**  Completed none of the work.

It is at the discretion of the teaching staff regarding what points you will earn each period.

Bonus points are given to students for assisting the teacher, doing extra work, exhibiting cooperative or exceptional behavior. The number of points varies from 5-25 points depending on what the student has done to earn these points. Points cannot be deducted; however, levels for behavior can be deducted for inappropriate behaviors. Once a student earns their points, they cannot be taken away.

Points cannot be taken away except for one circumstance, if a student misplaces or loses their point sheet. This will cost the student 500 points for having staff recreate the point sheet.
**Codes**

The blanks in the column to the left on the point sheet are for teachers to add coded information, such as if the student took a Time Out (TO) or completed homework (H for completed homework, no H if not turned in) for this period. Homework is distributed weekly for each course, to be turned in at the end of the week as determined by each teacher.

**Comments**

The comments section provides an opportunity for the student's teachers to share information with the student's homeroom teacher, other teaching staff, or parents/guardians/agency representatives about the student's performance. This section should be used to make positive statements that will reinforce a student's good work and behavior, but can also be used to write down level drops that take place at transition times and free times, if necessary.

If the student fails to complete the required work, or if the student has displayed significant negative behaviors, the student may be required to make up time. Time is to be made up in the student's classroom at the first available free time period, either break, lunch, or as an after-school detention. If the student has not completed work, the student needs to stay until the work has been completed. If the student is misbehaving and is not responding to loss of points, level drops or time out, the student can be required to stay in at break, lunch, or after school. The teaching staff indicates when a student is to be held back by not filling in points and levels for the class, circling that section on the point sheet, and noting when the student is held back in the comments section.

**Detention**

Students violating general classroom rules may, as a consequence, may serve detention during or after school at teacher/staff/administration’s discretion. Detention, whenever possible, will be served on the same day of rule violation. Administration will notify parent/guardian/group home representative when students stay after school for detention.

**DISCIPLINE POLICY**

OCS does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at OCS are dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent/guardian/group home representative, social worker or probation officer, and consequences that may include ineligibility for particular privileges in the school and/or their individual residential setting.
OCS maintains a comprehensive student discipline policy which includes the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious and will provide all students an opportunity for due process. The discipline policy is reviewed not less often than every two years, with the participation of faculty, student council, and parents/guardians/group home representatives.

The discipline policy clearly describes progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process parent/guardian/group home representative of suspension, reason for suspension, appeal process, length of suspension, and provision for student’s education while suspended.

Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other strategies will be required to attend a meeting with appropriate school staff and the student's parent/guardian/group home representative. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to the health and safety of others may be immediately suspended and later expelled. Additionally, a student may be suspended or expelled for any of the acts enumerated in Education Code sections 48900 et seq. related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to or coming from, a school-sponsored activity

**Suspensions and Expulsions**

Optimist Charter School shall provide due process for all students, including adequate notice to parents/guardians/group home representatives and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Optimist Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion. Optimist Charter School shall ensure the appropriate interim placement of students during and pending the completion of the OCS’s student expulsion process.
OCS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. OCS will also ensure staff is knowledgeable about and complies with LACOE’s Discipline Foundation Policy. If the student receives or is eligible for special education, OCS shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the SELPA.

Optimist Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from OCS, the Charter School shall forward student records upon request of the receiving school district in a timely fashion including the following:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- If the Student is eligible for Special Education, OCS must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, OCS must provide evidence that it convened a Link Determination meeting to address 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 504 Plan?

**Outcome Data**

OCS has maintained and shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to LACOE upon request. OCS has not gone through the expulsion process with any
student over the past 5 years. No student has been suspended for more than 10 days in a year as well.

**POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION**

**REHABILITATION PLANS**

Any student expelled from OCS is no longer an enrolled student. Pupils who are expelled from OCS shall be given a rehabilitation plan upon expulsion as developed by our governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to OCS for readmission.

**READMISSION**

The Charter School’s governing board has adopted rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent/guardian/group home representative at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

**SPECIAL EDUCATION DISCIPLINE**

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.

Special education students have more protections when facing discipline at school. A special education student can get suspended. Special education students must still be educated and receive services while out on suspension if the discipline is considered a “change in placement.” A “change of placement” is when a student:

- Is removed from school for more than 10 school days in a row, or
- Is removed from school for more than a total of 10 school days in a school year if the behaviors that lead to the suspension are “substantially similar” or very much alike.

**Notice to Parents/Guardians/Group Home Representatives**

A charter school employee contacts the parent/guardian/group home representative by telephone or in person regarding disciplinary actions of any student with an IEP or 504 Plan. If the parent/guardian/group home representative cannot be reached by the end of the school day, staff will continue to follow up throughout the day or attempt to contact the parent/guardian/group home representative in person, for example, when the student is picked up from school. In addition a written notification will be sent within 48 hours. The written notice will specify the fact of the disciplinary action, its duration and reasons thereof.

**Manifestation Determination Meeting**

As set forth in the MOU regarding special education between the SELPA and the Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of conduct, the Charter School, the parent/guardian, and relevant members of the IEP or 504 Team shall hold an IEP meeting to review all relevant information in the student’s file, including the child’s IEP or 504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

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’s failure to implement the IEP or 504 Plan?

The parent/guardian will be notified by telephone and in writing regarding the meeting date and time. Notification will take place as soon as possible or within 48 hours. If the student is a foster youth, the Charter School will notify the student’s appropriate representative of the county child welfare agency and attorney of any pending manifestation determination and invite them to participate in the meeting.
CAUSE FOR SUSPENSION AND EXPULSION

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity.

The Principal may use his or her discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the pupil’s specific misbehavior.

**Discretionary Suspension**

Students may be suspended for any of the following acts 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 in self-defense.
c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, 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 a 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.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit use or possession by a pupil of his or her own prescription products.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) 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.

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

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

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

q) Engaged in, or attempted to engage in, hazing. For the purpose of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purpose of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials, school property or both. For purposes of this section, “terrorist threats” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of the grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause, or participated in the act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of the grades 4 to 12, inclusive.
u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating and hostile educational environment. This section shall apply to pupils in any of the grades 4 to 12, inclusive.

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

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

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

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

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably
believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.
(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

x) Possessed, sold, or otherwise furnished any knife, 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.
Mandatory Suspension: Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

Discretionary Expulsion

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person
b) Willfully used force or violence upon the person of another, except in self-defense.

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

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, 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 a 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.

g) Stole or attempted to steal school property or private property.

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

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

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

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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

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

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

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

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

       b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
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   (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
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w) A person who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim has suffered great bodily injury or serious bodily injury shall be subjected to discipline pursuant to subdivision (1).
   x) Possessed, sold, or otherwise furnished any knife, 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.
Mandatory Expulsion: Non-Discretionary Expulsion Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Bun Free Schools Act of 1994.

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

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

IN-SCHOOL SUSPENSION

OCS allows students to take time-outs and work outside of the classroom for short periods of time when they are having conflicts within the room or other distractions and difficulties. Whenever possible, if a student must be suspended from a classroom, we use in-school suspensions in order to allow students to continue with class assignments and remain in the school setting. At times students will work under the supervision of the behavior specialists or in an administrator’s office.

Process for Suspension and/or Expulsion

Informal Conference.

Every effort will be made to hold an informal conference prior to the suspension conducted by the Principal with the student, the parent/guardian/group home representative, and whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and the evidence in his/her defense. The conference may be omitted if the Principal or designee
determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the parent/guardian/group home representative shall be notified of the suspension, and a conference will be held as soon as possible.

**Notice to Parents/Guardians/Group Home Representatives**

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian/group home representative by telephone or in person. If the parent/guardian/group home representative cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact the parent/guardian/group home representative in person, for example, when the parent/guardian/group home representative picks the student up from school. In addition, a written notification will be sent home within three (3) days. The written notice will specify the fact of the suspension, its duration and reasons therefore, and that, if desired, a prompt meeting or hearing will be held at which the suspension may be discussed with school officials. If the parent/guardian/group home representative requests the meeting, the suspended student may also be present and shall be afforded an opportunity to present informal proof of his/her side of the suspension.

**Length of Suspension**

The length of a suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive days per suspension and no more than twenty (20) days in any school year. Upon recommendation by the principal for expulsion, the student and the student's parent/guardian/group home representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The principal, upon either of the following findings, will make this determination:

- The student’s presence will be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

**Suspension Appeal**

If a parent/guardian/group home representative wishes to appeal the suspension, they may appeal in writing to the Board President within three (3) days of the suspension notice. The Board President will appoint three (3) board members to hear the appeal and make a determination.

**Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing by the Discipline Administrative Panel to determine whether the student should be expelled. The hearing shall be held within thirty
(30) school days after the Principal has decided that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian/group home representative, and if a foster child, to his/her representative, at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date, time, and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of charter school’s disciplinary policies which relate to the alleged violation
- Notification of the student’s or parent/guardian/group home representative’s obligation to provide information about the student’s status in charter school to any other district in which the student seeks enrollment
- The opportunity for the student or the student’s parent/guardian/group home representative to appear in person or to employ and be represented by counsel
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses

**Expulsion Hearing Administration**
An administrative panel will have the authority to expel. The hearing may be presided over by the administrative hearing panel appointed by the Board. The panel will consist of one Board member and two Principals from other schools. Interim assignments will be provided by the school to the student pending the expulsion hearing.

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

**Presentation of Evidence (Procedures for Ensuring Rights of Student)**
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the pupil committed the expellable offense. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Board of Directors determines that disclosure of their identity or testimony at the hearing may subject them to an
unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The principal’s recommendation to expel a student shall be made in the form of a written recommendation to the Administrative Panel, who will make a final decision regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing and will include Findings of Fact.

**Appeal of Expulsion**

A parent/guardian/group home representative can appeal the expulsion decision of the Administrative panel within five (5) working days in writing to the Board of Directors. The full board will hear the appeal except for the board member who was on the Administrative Panel for the original expulsion hearing. The Board of Directors will hold the appeal within ten (10) days of receiving the request from the parent/guardian/group home representative. The Board will consider all information and evidence from the expulsion hearing and the parent/guardian/group home representative’s appeal to make a decision. The decision of the Board of Directors is final.

**Alternative procedures for removing pupils from the school**

Students will be advised about all classroom suspensions and expulsion policies. OCS will act proactively and students will be forewarned in instances in which they appear to be headed towards activities that result in suspension. In addition, meetings with parents/guardians/group home representatives will examine alternative placements (e.g., day treatment programs).

**Educational Alternatives for students who are suspended or expelled**

Suspended students will still be responsible for all classroom assignments, projects, etc. during their suspension. Suspended students will work with their Advisor, and other school personnel in maintaining currency. In the event of a decision to expel a student, the 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 the student matriculates.

**Free Expression Policy**

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of speech or activity in order to maintain a safe and peaceful campus for all students and employees. Students, who fail
to follow the directives of school site administrators or behavior specialists concerning demonstrations, assemblies, sit-ins, or walk-outs, may be disciplined. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom.

A student's refusal to adhere to this directive may result in disciplinary action against the student. If the student demonstration or walk-out causes a disruption to the general public, then local law enforcement may respond to the situation. While OCS recognizes and respects a student's freedom of speech rights, employees shall not promote, endorse, or participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out.

**CURRICULUM AND INSTRUCTION**

**STANDARDIZED TEST REQUIREMENTS**

OCS will administer all state and/or federally mandated standardized exams as prescribed by law. OCS will abide by the new or revised state and federal accountability criteria when established.

**CAHSEE Testing: This is currently no longer required by the State of California.**  
A new test is being created by CDE. Until this new test is required, students no longer need to pass the CAHSEE or any proficiency exam. For all other information regarding the CAHSEE, please go to the California Department of Education website at www.cde.ca.gov and click on the CAHSEE link under testing.

**CAASPP : California Assessment of Student Performance and Progress**  
SBA Testing will be offered between 4/1/19 and 6/7/19. CST Science Testing will be completed between 4/1/19 and 5/28/19. Notification of exact dates and times will be distributed to parents/guardians/group home representatives at least one month prior to the first day of testing.

**PFT - Physical Fitness Testing Dates**  
The PFT will be done between Feb. 1 and May 31. Notification of exact dates and times will be distributed to parents/guardians/group home representatives at least one month prior to the first day of testing.

**ELPAC – English Language Proficiency Assessments for California**  
State laws requires school districts to assess the English language development of all English learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student’s level of English proficiency in listening, speaking, reading and writing. The ELPAC must be administered to new enrollees in the District with home
language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being English Learners must also be administered the ELPAC annually to determine annual English language development progress until the EL students have been reclassified.

The Initial ELPAC will be administered in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the ELPAC must be administered within 30 days of enrollment in a California public school. The date range for the Summative ELPAC has not yet been determined by ETS.

**DELINEATION OF CORE SUBJECTS**

**Middle School Coursework.**
Placement in 7th and 8th grade will be based on previous school records and/or chronological age. Students will matriculate into the 9th grade based on coursework completed and/or chronological age with parent/guardian/group home representative consent.

<table>
<thead>
<tr>
<th>Middle School Subject Delineation by Grade</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>8th</td>
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</tbody>
</table>

**High School Coursework for Credit**
Because most of our students are deficit credits upon enrollment and the vast majority of 11th and 12th graders are eligible to graduate via AB 216, our course offerings focus on the minimum state required coursework. If students need coursework not listed, we can offer a large number of additional coursework through online learning. These courses include upper level mathematics courses, additional electives, and AP or Honors courses.

**High School Subject Delineation by Grade**

An Independent Public Charter School
6957 North Figueroa Street Los Angeles CA 90042
www.optimistcharterschool.org
<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Arts Courses</th>
<th>Mathematics Courses</th>
<th>History Courses</th>
<th>Science Courses</th>
<th>Elective Courses</th>
<th>Physical Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>*English 9AB</td>
<td>Pre-Algebra</td>
<td>*World History A/B</td>
<td>Physical Science Health</td>
<td>Spanish I/B*</td>
<td>PE 1</td>
</tr>
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<td></td>
<td></td>
<td>Algebra I*</td>
<td></td>
<td></td>
<td>Art Fundamentals*</td>
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<td>Geometry*</td>
<td></td>
<td></td>
<td>Auto Mechanics</td>
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<td></td>
<td></td>
<td>Algebra II*</td>
<td></td>
<td></td>
<td>Introduction to Computers</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>*English 10AB</td>
<td>Pre-Algebra</td>
<td>*World History A/B</td>
<td>*Biology</td>
<td>Spanish I/B*</td>
<td>PE 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra I*</td>
<td></td>
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<td>Art Fundamentals*</td>
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<td></td>
<td></td>
<td>Geometry*</td>
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<td></td>
<td>Auto Mechanics</td>
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<td></td>
<td>Algebra II*</td>
<td></td>
<td></td>
<td>Introduction to Computers</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>PreCalculus (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>*English 11AB</td>
<td>Pre-Algebra</td>
<td>*US History A/B</td>
<td>*Conceptual Physics</td>
<td>Spanish I/B*</td>
<td>PE 1 and/or 2 as required by transcripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra I*</td>
<td></td>
<td></td>
<td>Art Fundamentals*</td>
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<td>Geometry*</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>PreCalculus (online)</td>
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<td></td>
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</tr>
<tr>
<td>12th</td>
<td>*English 12AB</td>
<td>Pre-Algebra</td>
<td>*American Government</td>
<td>*Conceptual Physics</td>
<td>Spanish I/B*</td>
<td>PE 1 and/or 2 as required by transcripts</td>
</tr>
<tr>
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<td>Algebra I*</td>
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<td></td>
<td>PreCalculus (online)</td>
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</tr>
</tbody>
</table>

In upper grades, students will be placed in classes according to transcript requirements regardless of grade level.

* Delineates “a-g” approved courses

CSU AND UC ENTRY REQUIREMENTS

It is the intent of Optimist Charter School to provide its students with an awareness of what it takes to enter and succeed at the college level. Optimist Charter School will ensure that all high school students are aware of the entry requirements for the California State University and the University of California systems, including the “a-g” requirements listed below.

- English: 4 years of college preparatory English composition and literature
- Math: 3 years (4 years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
- History and Social Science: 2 years, including 1 year of U.S. History (or 1 semester of civics or American government) and 1 year of social science
- Laboratory Science: 2 years, including 1 biological science and 1 physical science
- Language (other than English) 2 years of the same language
- Visual and Performing Arts: 1 year of dance, drama or theater, music, or visual art
- College Preparatory Elective: 1 year of any college preparatory subject
Following is a chart delineating the requirements for admittance into either UC or CSU campuses:

<table>
<thead>
<tr>
<th>“a-g” Subject Requirements</th>
<th>UC Requirements for Freshman Admissions</th>
<th>CSU Requirements for Freshman Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 year-long/30 semester college preparatory ‘a-g’ courses are required with letter grades of C or better:</td>
<td>Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.</td>
<td>Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.</td>
</tr>
<tr>
<td>“a” - History / Social Science</td>
<td>Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.</td>
<td>Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.</td>
</tr>
<tr>
<td>“b” - English</td>
<td>Four years of approved courses</td>
<td>Four years of approved courses</td>
</tr>
<tr>
<td>“c” - Mathematics</td>
<td>Three years, including algebra, geometry, and intermediate algebra. Four years recommended.</td>
<td>Three years, including algebra, intermediate algebra, and geometry.</td>
</tr>
<tr>
<td>“d” – Laboratory Science</td>
<td>Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.</td>
<td>Two years, including one year of biological and one year of physical science with lab.</td>
</tr>
<tr>
<td>“e” - Foreign Language / Language Other Than English</td>
<td>Two years in same language required. Three years recommended.</td>
<td>Two years in same language required.</td>
</tr>
<tr>
<td>“f” - Visual and Performing Arts</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.</td>
</tr>
<tr>
<td>“g” – College Preparatory Electives</td>
<td>One year**</td>
<td>One year**</td>
</tr>
</tbody>
</table>

**REPEATED COURSES California State University (CSU) University of California (UC) CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C. Required “a-g” courses must be completed with a grade of C or better. Any course may be repeated. There is no limitation on the number of times a course can be repeated.**

** Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts. See UC Doorways for approved courses at your high school.
GRADUATION PATHS: GENERAL DIPLOMA & AB 216

Traditional Diploma Subject Requirements

- English (9-12)---------------------------------------------------------------40 credits
- Social Studies (World History, U.S. History,
  U.S. Government(1 sem.), Economics (1 sem.)-----------------------------30 credits
- Science (includes 1yr. biological, 1 yr. physical)----------------------20 credits
- Mathematics (includes Algebra)---------------------------------------------20 credits
- Fine Arts/ Foreign Language-----------------------------------------------10 credits
- Health/Life Skills--------------------------------------------------------10 credits
- Physical Education (Grades 9 and 10)-------------------------------------20 credits
- Electives* (classes beyond the required courses)--------------------------60 credits

MINIMUM CREDITS -------------------------------------------------------------210 credits

Since CDE no longer requires 10 unit of technical art, starting next year our graduation requirements will be 210 rather than 220, which will align our graduation requirements with those of the LACOE juvenile hall schools, as well.

AB216 Diploma (Eligible Foster Youth) Subject Requirements

- English (9-12)---------------------------------------------------------------30 credits
- Social Studies (World History, U.S. History,
  U.S. Government(1 sem.), Economics (1 sem.)-----------------------------30 credits
- Science (includes 1yr. biological, 1 yr. physical)----------------------20 credits
- Mathematics (includes Algebra 1)---------------------------------------------20 credits
- Visual or Performing Arts/Foreign Language-----------------------------10 credits
- Physical Education----------------------------------------------------------20 credits

MINIMUM CREDITS-------------------------------------------------------------130 credits
HIGH SCHOOL PRACTICAL ARTS/CAREER TECHNICAL EDUCATION (CTE) GRADUATION REQUIREMENT

OCS requires one year of Practical Arts/CTE instruction for graduation. Although one year is required for high school graduation, students are encouraged to enroll in several of these courses to explore possible career areas. The Practical Arts/CTE Department offers courses designed to introduce students to “hands-on” life-long skills, as well as the conceptual and critical thinking skills so necessary in today’s rapidly changing world. Opportunities are offered for the development of future employment skills in a number of related fields, ranging from auto mechanics to construction technology.

Practical Art/CTE programs do not discriminate on the basis of race, color national origin, sex or disabilities. Also, the lack of English language skills is not a barrier to participation in vocational programs. The courses and programs listed under Practical Arts/CTE are open to all students: however, advanced courses do have prerequisites, which must be met to enroll, or the student must have the instructor’s permission. Practical Arts/CTE encourages both female and male students to enroll in courses, which would offer them employment opportunities in nontraditional settings.

TECHNICAL ART COURSE OFFERINGS

- Auto Mechanics
- Computers

COLLEGE AND CAREER TECHNICAL EDUCATION – EC 51229

The State of California offers community colleges, California State Universities (CSU), and University of California (UC) for students who wish to continue their education after high school.

In order to attend a community college you need only be a high school graduate or 18 years of age. In order to attend a CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC you must meet requirements for coursework, GPA, and test scores, or graduate in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to a CSU or UC after attending a community college.

For more information on college admission requirements, please refer to the following webpages:

www.ccco.edu - This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org - This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

www.csumentor.edu - This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
www.universityofcalifornia.edu- This massive website offers information regarding admissions, online application, and links to all UC campuses.

Students may also explore career options through career technical education. These are programs and classes offered by schools that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/rp

You may meet with a school counselor to choose courses at your school that will meet college requirements or enroll in career technical education courses, or both.

**SEX EDUCATION COURSES**

Complying with the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act, schools are required to:

1. Provide students with the knowledge and skills necessary to protect his/her sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. Encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage & family.

*Authorized Comprehensive Sexual Health Education*

1. OCS provides comprehensive sexual health education which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases.
2. OCS Health teachers instruct and also use trained outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
   • The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
   • All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
   • Instruction must be available on an equal basis to a student who is an English learner consistent with the existing curriculum and alternative options for an English learner.
   • Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities.
• Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
• Instruction and materials must encourage students to talk with his/her parent/guardian/group home representative about human sexuality.
• Instruction and materials must teach respect for marriage and committed relationships.
• Instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits as well. Also, instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
• Instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA)-approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually transmitted diseases.
• Instruction and materials must provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.
• Instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
• Instruction and materials must provide students with information on the fact that a parent/guardian/group home representative or other person who surrenders physical custody of a baby three-days old or younger at a lawfully identified hospital or "safe-surrender site" will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
• Instruction and materials must not teach or promote religious doctrine.
• Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, ancestry, gender, or sexual orientation (as further listed in Section 422.6 of the Penal Code).

Required HIV/AIDS Prevention Education

1. HIV/AIDS-prevention education must be provided at least once in high school from instructors trained in teaching the subject. HIV/AIDS-prevention education, whether taught by school personnel or outside consultants, will consist of age appropriate instruction using instructors trained in appropriate courses and must meet the requirements set forth in the previously mentioned Section entitled, “Authorized Comprehensive Sexual Health Education.”

2. HIV/AIDS-prevention education must accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Center for Disease
Control and Prevention, and the National Academy of Sciences and must include the following:

- Information on the nature of HIV/AIDS and its effect on the human body
- Information on the manner in which HIV is and is not transmitted and on activities that presents the highest risk of HIV infection.
- Discussion of methods to reduce the risk of HIV infection and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and on methods that may reduce the risk of HIV transmission from intravenous drug use.
- Discussion of the public health issues associated with HIV/AIDS.
- Information on local resources for HIV testing and medical care.
- Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
- Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS.

Notice and Parental Excuse

An open line of communication between parents/guardians/group home representatives and their students about human sexuality and HIV/AIDS is encouraged. We are respectful of the rights of parent/guardian/group home representative to supervise their children's education on these subjects. Furthermore, parents/guardians/group home representatives may review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS-prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. Parents/guardians/group home representatives have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent/guardian/group home representative of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS-prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or for a student who enrolls later, schools must notify parent/guardian/group home representative about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. The notice to parents/guardians/group home representatives must include all of the following information:

- The written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS-prevention education is available for inspection.
• The parent/guardian/group home representative has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.
• The parent/guardian/group home representative may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS-prevention education.

2. No questionnaire, survey, or examination containing any questions about the student's personal beliefs or practices in sex, family life, morality, and/or religion or any questions about the student's parent/guardian/group home representative’s beliefs and practices in sex, family life, morality, and/or religion will be administered unless the parent/guardian/group home representative of the student is notified in writing that such test, questionnaire, survey, or examination is to be administered and the parent/guardian/group home representative of the pupil gives written permission for the student to participate in the activity. Optimist Charter School may administer 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 students' attitudes concerning or practices relating to sex, if the parent/guardian/group home representative is given the opportunity to review the material and to request, in writing, that his/her child not participate.

A student must not attend any class in comprehensive sexual education of HIV/AIDS-prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent/guardian/group home representative excusing the student from participation.

A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent/guardian/group home representative declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to any student whose parent/guardian/group home representative has requested that they not receive the instruction or participate in the test, questionnaire, or survey.
PROFESSIONAL QUALIFICATIONS OF CLASSROOM TEACHERS

In January 2002 the “No Child Left Behind Act of 2001” (NCLB), reauthorized the Elementary and Secondary Education Act (ESEA). A provision of this Title I part of the law requires all districts to notify parents of all children in Title I schools that they have the right to request and receive timely information on the professional qualifications of their children’s classroom teachers and paraprofessionals. This requirement applies to all Title I schools, both Targeted Assistance and school wide. Because OCS receives Title I, Part A funds, mandating all teachers must be highly qualified on an annual basis. In addition, a school that receives Title I funds shall provide to each individual parent the following information: (1) information on the level of achievement of the parent’s child in each of the State academic assessments, and (2) timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

ACADEMIC HONESTY

Consequences of Cheating
Acts of cheating occurring in the classroom are subject to penalties established by the classroom teacher. Sanctions may include but are not limited to reduced or failing grade and or notification of parents/guardians/group home representatives.

Plagiarism Policy
Researching information from the Internet and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the student acknowledges that plagiarism is inappropriate and unacceptable.

Internet Access – OCS Acceptable Use Policy
As part of our School Technology Plan, Optimist Charter School uses the Internet as an instructional tool in classrooms and labs. OCS students use the Internet to research and create school-based projects, to learn and reinforce new concepts. Each year, students and employees need to acknowledge receipt of and agreement with this Policy. Students who are under 18 also must have his/her parent/guardian/group home representative sign this Policy. By signing the Acceptable Use Policy agreement, the student, employee, and parents/guardians/group home representatives agree to follow the rules set forth in this Policy and to report any misuse of the computer network or the Internet to a teacher or principal.

Information for Students and Families
The OCS’ Acceptable Use Policy (“AUP”) is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children’s Internet Protection Act (“CIPA”). As used in this policy,
“user” includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the OCS (the “network.”) regardless of the physical location of the user. The AUP applies even when OCS provided equipment (laptops, tablets, etc.) is used off of OCS property.

OCS will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The OCS reserves the right to monitor users’ online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of OCS property, network and/or Internet access or files, including email.

OCS will take all necessary measures to fortify the network against potential cyber security threats. This may include blocking access to OCS applications—including but not limited to email, data management and reporting tools, and other web applications—outside the United States and Canada.

Acceptable Uses of the OCS Computer Network of the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the OCS network due to violation of this policy or is no longer an OCS student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate OCS personnel. Access is provided primarily for education and OCS business. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate OCS personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the OCS web site, but OCS reserves the right to take immediate action regarding activities

1. that create security and/or safety issues for OCS, students, employees, schools, network or computer resources, or
2. that expend OCS resources on content OCS in its sole discretion determines lacks legitimate educational content/purpose, or
3. other activities as determined by OCS as inappropriate.
   • Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
• Criminal activities that can be punished under law;
• Selling or purchasing illegal items or substances;
• The unauthorized collection of email addresses (“harvesting”) of e-mail addresses from
the Global Address List and other OCS directories;
• Obtaining and/or using anonymous email sites; spamming; spreading viruses;
• Causing harm to others or damage to their property, such as:
  a. Using profane, abusive, or impolite language; threatening, harassing, or making
damaging or false statements about others or accessing, transmitting, or
downloading offensive, harassing, or disparaging materials;
  b. Deleting, copying, modifying, or forging other users' names, emails, files, or data;
disguising one's identity, impersonating other users, or sending anonymous email;
  c. Damaging computer equipment, files, data or the network in any way, including
intentionally accessing, transmitting or downloading computer viruses or other
harmful files or programs, or disrupting any computer system performance;
  d. Using any OCS computer to pursue “hacking,” internal or external to OCS, or
attempting to access information protected by privacy laws; or
  e. Accessing, transmitting or downloading large files, including "chain letters" or any
type of "pyramid schemes".

• Engaging in uses that jeopardize access or lead to unauthorized access into others’
accounts or other computer networks, such as:
  1. Using another’s account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s).
  3. Disclosing your own or anyone’s password to others or allowing them to use your
or another’s account(s).
• Using the network or Internet for Commercial purposes:
  1. Using the Internet for personal financial gain;
  2. Using the Internet for personal advertising, promotion, or financial gain.
  3. Conducting for-profit business activities and/or engaging in non-government
related fundraising or public relations activities such as solicitation for religious
purposes, lobbying for personal political purposes.

  Student Internet Safety

  1. Students under the age of eighteen should only access OCS accounts outside of school if a
parent or legal guardian supervises their usage at all times. The student’s parent or guardian is
responsible for monitoring the minor’s use;
  2. Students shall not reveal on the Internet personal information about themselves or other
persons. For example, students should not reveal their name, home address, telephone number,
or display photographs of themselves or others;
  3. Students shall not meet in person anyone they have met only on the Internet.
  4. Students must abide by all laws, this Acceptable Use Policy and all OCS security policies.
Penalties For Improper Use
The use of an OCS account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from OCS employment, or criminal prosecution by government authorities. OCS will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer
OCS makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of OCS’ network are to be borne by the user. OCS also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the OCS, its affiliates, or employees. I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of OCS.

STUDENTS WITH DISABILITIES

Students With Special Education Services
For students with exceptional needs for whom Optimist’s distinctive educational program is determined to be appropriate and the least restrictive environment, it is Optimist’s intention to provide a full spectrum of special education services. Optimist Charter School will have from one (1) classroom that is a Special Day Class with a certified special education teacher and one teacher assistant. We will also have at least one certified Resource Teacher to provide resource services as designated by the Individualized Education Plan (IEP).

Appropriate designated instructional services and related services are also provided, consistent with the student’s IEP. It is the intent of Optimist to provide the continuum of options specified in Education Code Section 5636.

Optimist believes that a student with special needs benefit educationally, socially, and emotionally from the opportunity to receive services in this modified inclusion model. The school’s Inclusion Specialist works in a collaborative model with all teachers and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student’s IEP.

Some of the students at Optimist Charter will have as yet unidentified special education needs. With each of our students, Optimist administration will address whether or not the student should be referred for possible assessment for special education services. This is determined according to test scores and previous school records.
Section 504
Section 504 of the Rehabilitation Act of 1973 (section 504) is a federal law that prohibits discrimination against individuals with disabilities in programs and activities that receive federal funding. Discrimination/harassment in any form toward individuals on the basis of their disability is unacceptable and will not be tolerated.

Section 504 requires that students with disabilities be provided a free appropriate public education. A Section 504 Plan may be developed for students with disabilities or medical conditions who do not need or require special education services but who may need accommodations, supplementary aids, and/or services which can be provided through the general education program. For further information and/or assistance concerning Section 504, contact your student’s counselor.

RESOURCES AND FORMS:

Optimist Charter School uses a 2 track system. The two tracks overlap, and school will be open for 210 school days, 180 per track. On the following pages are:

1) OCS Instructional Calendar 2018-2019 for both A and B Tracks.
2) Bell Schedules: Regular Bell Schedule and Minimum Day
3) State Standardized Testing Dates
4) Helplines
5) Policies Checklist
6) Initial/Annual Notice to Parent/Guardian/Agency Representative for signature
## OCS Instructional Calendar 2018-2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Professional Development Days</td>
<td>July 5 &amp; 6, August 27, December 3, 2018, May 7, 2019</td>
</tr>
<tr>
<td>First Day of Instruction: Track A</td>
<td>Monday, July 9, 2018</td>
</tr>
<tr>
<td>School Closure</td>
<td>August 20 through August 24, 2018</td>
</tr>
<tr>
<td>Start of Track B and continuing Track A</td>
<td>Tuesday, August 28, 2018</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 3, 2018</td>
</tr>
<tr>
<td>School Closure/Columbus Day</td>
<td>October 5, 2018/October 8, 2018</td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>Friday, November 12, 2017</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Wednesday, Nov. 21, 2017 – Friday, Nov. 23, 2018</td>
</tr>
<tr>
<td>Last Day of Fall Semester Track A</td>
<td>Wednesday, November 28, 2018</td>
</tr>
<tr>
<td>First Day of Spring Semester Track A</td>
<td>Thursday, November 29, 2018</td>
</tr>
<tr>
<td>School Closure</td>
<td>Monday, December 3, 2017</td>
</tr>
<tr>
<td>Winter Recess</td>
<td>Thursday, December 20, 2018 – Friday, January 4, 2019</td>
</tr>
<tr>
<td>Dr. Martin L. King, Jr.’s Day Observed</td>
<td>Monday, January 21, 2019</td>
</tr>
<tr>
<td>Last day of Fall semester Track B</td>
<td>Wednesday, January 29, 2019</td>
</tr>
<tr>
<td>First day of Spring semester</td>
<td>Thursday, January 30, 2019</td>
</tr>
<tr>
<td>School Closure</td>
<td>Friday, February 4, 2019</td>
</tr>
<tr>
<td>President’s Day</td>
<td>Monday, February 18, 2019</td>
</tr>
<tr>
<td>School Closure</td>
<td>Monday, March 4, 2019</td>
</tr>
<tr>
<td>School Closure</td>
<td>Monday, March 25, 2019</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday, April 15, 2019 – April 19, 2019</td>
</tr>
<tr>
<td>Last Day of Instruction Track A</td>
<td>Monday, May 6, 2019 (180 school days)</td>
</tr>
<tr>
<td>Memorial Day Observed</td>
<td>Monday, May 27, 2019</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Thursday, June 21, 2019 (180 school days)</td>
</tr>
<tr>
<td>Total Instructional Days</td>
<td>180 days for each Track</td>
</tr>
</tbody>
</table>
## BELL SCHEDULES

### OCS Regular Bell Schedule – 2018-2019

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>7:45 - 7:56</td>
<td>11</td>
</tr>
<tr>
<td>Passing</td>
<td>7:56 – 7:58</td>
<td>2</td>
</tr>
<tr>
<td>First Period</td>
<td>7:58 – 8:49</td>
<td>51</td>
</tr>
<tr>
<td>Passing</td>
<td>8:49 – 8:51</td>
<td>2</td>
</tr>
<tr>
<td>Second Period</td>
<td>8:51 – 9:42</td>
<td>51</td>
</tr>
<tr>
<td>Passing</td>
<td>9:42 – 9:44</td>
<td>2</td>
</tr>
<tr>
<td>Third Period</td>
<td>9:44 – 10:35</td>
<td>51</td>
</tr>
<tr>
<td>Passing</td>
<td>10:35 – 10:37</td>
<td>2</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>10:37 – 11:28</td>
<td>51</td>
</tr>
<tr>
<td>Passing</td>
<td>11:28 – 11:30</td>
<td>2</td>
</tr>
<tr>
<td>First Lunch</td>
<td>11:30 - 12:00</td>
<td>30</td>
</tr>
<tr>
<td>Homeroom - Resource</td>
<td>11:30 - 12:00</td>
<td>*30</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeroom - Resource</td>
<td>12:00 – 12:30</td>
<td>*30</td>
</tr>
<tr>
<td>Second Lunch</td>
<td>12:00 – 12:30</td>
<td>30</td>
</tr>
<tr>
<td>Passing</td>
<td>12:30 – 12:32</td>
<td>2</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>12:32 – 1:23</td>
<td>51</td>
</tr>
<tr>
<td>Passing</td>
<td>1:23 – 1:25</td>
<td>2</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>1:25 – 2:16</td>
<td>51</td>
</tr>
<tr>
<td>Passing</td>
<td>2:16 – 2:18</td>
<td>2</td>
</tr>
<tr>
<td>Homeroom</td>
<td>2:18 – 2:24</td>
<td>6</td>
</tr>
</tbody>
</table>

### OCS Minimum Day Bell Schedule – 2018-2019

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Period – HR/Resource</td>
<td>07:59 – 08:06</td>
<td>7</td>
</tr>
<tr>
<td>Passing</td>
<td>08:06 – 08:08</td>
<td>2</td>
</tr>
<tr>
<td>First Period</td>
<td>08:08 – 08:42</td>
<td>34</td>
</tr>
<tr>
<td>Passing</td>
<td>08:42 – 08:44</td>
<td>2</td>
</tr>
<tr>
<td>Second Period</td>
<td>08:44 – 09:18</td>
<td>34</td>
</tr>
<tr>
<td>Passing</td>
<td>09:18 – 09:20</td>
<td>2</td>
</tr>
<tr>
<td>Third Period</td>
<td>09:20 – 09:54</td>
<td>34</td>
</tr>
<tr>
<td>Passing</td>
<td>09:54 – 09:56</td>
<td>2</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>09:56 – 10:30</td>
<td>34</td>
</tr>
<tr>
<td>Passing</td>
<td>10:30 – 10:32</td>
<td>2</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>10:32 – 11:06</td>
<td>34</td>
</tr>
<tr>
<td>Passing</td>
<td>11:06 – 11:08</td>
<td>2</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>11:08 – 11:42</td>
<td>34</td>
</tr>
<tr>
<td>Passing</td>
<td>11:42 – 11:44</td>
<td>2</td>
</tr>
<tr>
<td>Homeroom - Resource</td>
<td>11:44 – 12:00</td>
<td>16</td>
</tr>
</tbody>
</table>

An Independent Public Charter School
6957 North Figueroa Street Los Angeles CA 90042
[www.optimistcharterschool.org](http://www.optimistcharterschool.org)
State Standardized Test Dates

CAHSEE
CAHSEE is suspended for the 2018-19 school year.

CAASPP TESTING DATES
SBA Testing will be offered between 4/1/19 and 6/7/19. CST Science Testing will be completed between 4/1/18 and 5/28/18. Notification of exact dates and times will be distributed to parents/guardians/group home representatives at least one month prior to the first day of testing.

PHYSICAL FITNESS TESTING DATES
The PFT will be done between Feb. 1 and May 31. Notification of exact dates and times will be distributed to parents/guardians/group home representatives at least one month prior to the first day of testing.

ELPAC TESTING WINDOW
The Initial ELPAC will be administered in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the ELPAC must be administered within 30 days of enrollment in a California public school. The date range for the Summative ELPAC has not yet been determined by ETS.

HELPLINES

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire, Police, Ambulance</td>
<td>911</td>
</tr>
<tr>
<td>Teen Line</td>
<td>800-852-8336</td>
</tr>
<tr>
<td>California Youth Crisis Line (Runaways &amp; all other problems)</td>
<td>800-843-5200</td>
</tr>
<tr>
<td>Child Abuse Hotline</td>
<td>800-540-4000</td>
</tr>
<tr>
<td>Eating Disorders Referral Service</td>
<td>800-931-2237</td>
</tr>
<tr>
<td>Gay and Lesbian Youth Talkline</td>
<td>800-773-5540</td>
</tr>
<tr>
<td>Homework Hotline</td>
<td>800-527-8839</td>
</tr>
<tr>
<td>LA County Info Line – General Info + Referrals</td>
<td>800-339-6993</td>
</tr>
<tr>
<td>LA Rape and Battery Hotline</td>
<td>800-656-4673</td>
</tr>
<tr>
<td>Poison Control Center</td>
<td>800-876-4766</td>
</tr>
<tr>
<td>San Fernando Valley Coalition on Gangs</td>
<td>800-339-6993</td>
</tr>
<tr>
<td>Suicide Prevention Hotline</td>
<td>888-727-4747</td>
</tr>
</tbody>
</table>
POLICIES CHECKLIST

Please acknowledge that you have read the specific policies and procedures listed below by signing and initialing the document on the following page.

- Sexual Harassment Policy 7
- Parental Rights and Responsibilities 7-8
- Family Educational Rights And Privacy Act (FERPA) and HIPPA 8-10
- Uniform Complaint Procedures 11-12
- Dress Code and Attendance Policy 19-21
- Discipline Policy 29-45
- Sex Education including HIV/AIDS Prevention 51-54
- Academic Honesty/Acceptable Use of Technology/Internet Safety Agreements 55-58
Dear Optimist Charter School Parent/Guardian/Agency Representative:

We look forward to serving you and your student while attending Optimist Charter School (OCS). We have a staffing ratio of at least one school teaching staff for every 10 students, behavior specialists, 2 types of special educational services, and a school wide positive behavior system. The Parent/Student Handbook should provide you and your child with information and should clarify your rights and responsibilities. After you have reviewed this information, please complete and return the form below with your signature, which is an acknowledgement that you and your child have received, reviewed, and understand the information in the Parent/Student Handbook. Should you have any questions, please contact Optimist Charter School at 323-443-3100 or via email aeskot@oyhfs.org or ldeyoung@oyhfs.org.

Wishing you and your student(s) a great school year in 2018-2019.

Sincerely,

Alan Eskot, M.A.       Lynn De Young, M.A.
Superintendent       Principal

PLEASE SIGN AND RETURN THIS FORM
The signatures below indicate that my child and I have read and understand the information provided in the Parent/Student Handbook which includes the following:

<table>
<thead>
<tr>
<th>Initial Below</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Sexual Harassment Policy</td>
<td>7</td>
</tr>
<tr>
<td>_______ Parental Rights and Responsibilities</td>
<td>7-8</td>
</tr>
<tr>
<td>_______ Family Educational Rights And Privacy Act (FERPA) and HIPPA</td>
<td>8-10</td>
</tr>
<tr>
<td>_______ Uniform Complaint Procedures</td>
<td>11-12</td>
</tr>
<tr>
<td>_______ Dress Code and Attendance Policy</td>
<td>20-22</td>
</tr>
<tr>
<td>_______ Discipline Policy</td>
<td>29-45</td>
</tr>
<tr>
<td>_______ Sex Education including HIV/AIDS Prevention</td>
<td>52-55</td>
</tr>
<tr>
<td>_______ Academic Honesty/Acceptable Use of Technology/Internet Safety Agreements</td>
<td>56-59</td>
</tr>
</tbody>
</table>

Parent/Guardian/Agency Rep (Signature) (Print) Date

Student (Signature) (Print) Date