

Optimist Charter School

6957 North Figueroa Street, Los Angeles, CA 90042

(323) 443-3100

Authorized by Los Angeles County Office of Education

LACOE: (562) 922-8806

PARENT & STUDENT HANDBOOK 2016-2017

An Independent Public Charter School

6957 North Figueroa Street Los Angeles CA 90042

www.optimistcharterschool.org

OPTIMIST CHARTER SCHOOL

6957 North Figueroa Street ♦ Los Angeles ♦ CA 90042
(323) 443-3100

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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.

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).

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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.

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SEXUAL HARRASSMENT 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.

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- 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.

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.

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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.

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

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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

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LOCATION OF STUDENT RECORDS

Federal and State Laws Affecting Family Educational Rights and Privacy

The privacy of school records is protected by Federal and State laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic eligibility, or activities in class. The law prohibits the release of pupil records information without written consent of the parent/ guardian/group home representative, or student eighteen (18) years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, group home representative or legal guardian may have access to and review the pupil records of their child. Also, students who are eighteen (18) years and older have the right to access and review his/her record. School employees who have a legitimate educational interest have a right to access pupil record information without the consent of the parent/guardian/group home representative or student. Other individuals or agencies may be authorized to access, review, and/or obtain pupil records by court order or by statute.

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.

For all pupil records, other than grades, a parent/guardian/group home representative (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:

- An unsubstantiated personal conclusion or inference.
- Inaccurate or misleading.
- A conclusion of inference outside of the observer's area of competence.
- Not based on the personal observation of a named person with the time and place of observation noted.
- In violation of privacy or other rights.

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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.

Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to the school, unless there is a hold on the record.

FERPA

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.

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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 that has a current Fire Inspection Clearance. 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 the Principal that a report has been made.

Student IDs

Every student 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 breakfast and lunch on campus. If your child qualifies for the national lunch program, this service is free or reduced. Students who do not receive free meals will be required to maintain money in their lunch account. After the first week of school, a menu will be sent home on a monthly basis. Students will have the choice of the days they would like to purchase lunch for \$2.00. If an emergency arises and a child does not have the money for lunch in their account, administration can provide a basic lunch, to be reimbursed later. For more details about free and reduced lunch, please see administration. Students must remain on campus for the entirety of lunch.

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Transportation

OCS will provide transportation only to those students with an IEP receiving Special Education Services and transportation.

MTA

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

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 guard station.
- 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.

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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 en 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.

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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

| PESTICIDE NAME | ACTIVE INGREDIENT(S) |
|------------------------------------|--|
| MasterLine Termiticide/Insecticide | Bifenthrin 7.9% |
| Suspend SC Insecticide | Deltamethrin 4.75% 1,2-Propanediol 15.2% Nonylphenol ethoxylate, branched 2.85% |
| Super Turf 25-5-5 | Ammonium Sulfate Monoammonium Phosphate Muriate of Potash Iron Oxysulfate Maganese Oxysulfate Wax Urea Polyurethane Coating |
| Turf Supreme 16-6-8 | Ammoniacal Nitrogen 16% Available Phosphate 6% Soluble Potash 8% Sulfur 16% Iron 1.5% Manganese .2% |
| Maki Mini Blocks | Bromadiolone |

HEALTH INFORMATION

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

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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 school nurse 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.

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- 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 by completing and returning the tear-off in the Appendix. 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

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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

1. Acceptable Shirts are: collared, logo-free, plain colored and worn with the top button unfastened. They should be of an appropriate size to the student and free of holes, cuts or tears. Sweaters and Sweatshirts are acceptable, but the collar of the shirt below must be visible. Hoods may not be worn while on campus while indoors. Shirts must be at or above the bottom of a student's back pocket.
2. Acceptable Pants are: Levi's or other plain jeans, corduroys or sweatpants. Belts must be worn in belt loops, if present. They must be hemmed. Must be cuff-free. Small logos ok only if on a small tag on the back pocket.
3. Acceptable belts: Must be black leather or snakeskin. Buckles must be worn front and center. Must be worn if belt loops are present.
4. Acceptable Socks: White, grey or black only. Must be visible. When wearing shorts, must not go above the bottom of shorts leg.

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5. Acceptable shoes: Shoes with laces must be tied at all times. Shoes must be almost entirely white, grey or black. Shoelaces may only be white, grey or black. High tops may leave the top two holes free of laces. Low tops may only have one hole open on top. Shoes must have non slippery soles and closed toes.
6. Acceptable Shorts: must be hemmed and cuff free. Small logos ok only if on a small tag on the back pocket. Sock must end below pant legs and end mid-calf.
7. COLORS: Any clothing, including all list above, plus accessories and shoelaces, may NOT be any shade of blue or red. Shirts may not be brown.
8. Unacceptable types of clothing :
 - a. Dickies pants, sharp creased pants, pen line cuffed pants, split hem pants are not allowed
 - b. Tee shirts, shirts with logos, many layers of shirts, or thermal shirts by themselves are not allowed.
 - c. Canvas belts are not allowed, nor are belts with metal buckles with initials or numbers.
 - d. Shoes with steel toes, Doc Martins, sandals (except at pool while enrolled in swimming during summer), slippers or thick laced shoes aren't allowed.
 - e. Hats, bandanas, headbands, hair nets and beanies are not allowed. Some hats may be worn if outdoors with a class for sun protection and put away for other classes.
 - f. Students may not wear double layers of pants (e.g. Basketball shorts under pants).
9. Hair should be clean, neat and combed. Boys are not allowed to have bald cuts. Their hair should be at least a #2 or longer using the clipper system. Numbers or names etched in hair are not allowed. No combs, picks or grooming items are allowed in class.

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.

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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.

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- (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.
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

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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 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 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).

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- 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.

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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.

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. The school conducts daily random searches as part of the School Safety Plan.

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 each time they accumulate 5,000 points from individual contracts completed and points earned from completing assigned work during classes.

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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% receive 15¢, students earning 78% to 88% receive 20¢, and those earning 89% to 100% receive 25¢. This money is accumulated weekly to be spent in our student store.

There is also a student of the week and month from each homeroom. These students receive monetary rewards as well. 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, 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 reinforcements 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.

1. Levels and examples of acceptable and unacceptable behavior

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 -

- Comes on time and prepared. This means having all materials for class; i.e. books, pens, pencils, paper and homework, etc.
- Is consistently actively engaged in class activities and discussions (e.g. did homework; classwork; answered questions; went to the board when asked; asked questions when appropriate; stayed focused for entire class.)
- Follows directions upon first request without argument.
- Exhibits good relations with peers.
- Uses *no* profanity.

2.0 -

- Works consistently throughout class and completes work on time.
- Has all necessary materials (books, pens, pencils, etc.).
- Appropriate behavior with no more than one warning.

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- No more than one *appropriate* time out. (Appropriate time out means: 1) Asks for time out; 2) Waits for pass from the teacher; 3) Comes back on time and begins work; 4) signs in and out on door.)

1.0 -

- Does not bring all materials.
- Extreme unexcused tardiness.
- Minimal class work and participation.
- Provoking staff and peers.

0.0 -

- Complete unwillingness to participate in activity.

NO points or levels are up for discussion immediately after being given. If a student wants to discuss a level, he/she must make an appointment with the teacher for homeroom, lunch, or after school.

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).

2. Points

Every period a student receives points for his/her work.

During group class periods, 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, and so on.

Bonus points are given to students for assisting the teacher, doing extra work, and/or exhibiting cooperative or exceptional behavior. The number of points varies from 10 to 50 points depending on what the student has done to earn these points.

Students can also lose points for certain specific behaviors such as profanity and not turning in homework. The staff deducting the points will indicate the number of points lost in the comments section at the bottom of the behavior sheet.

3. Homework

The homework column on the point sheet is used to indicate that a student was given homework for this period. The space can be simply marked with a check, or the teacher can mark the page number of the book or worksheet to be done. Homework is distributed weekly for each course, to be turned in at the end of the week as determined by each teacher.

4. Comments

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The comments section provides an opportunity for the student's teachers to share information with the student's homeroom teacher and other teaching staff 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, serve detention 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.

SUSPENSION AND EXPULSION

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.

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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 Expulsion Procedures and Practices

- OCS 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.
- OCS 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.
- OCS shall ensure the appropriate interim placement of students during and pending the completion of OCS 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 compliant with the discipline 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 Los Angeles County Special Education Local Plan Agency (LAC SELPA).
- OCS shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

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- If a student is expelled from OCS, OCS shall forward student records upon request of the receiving school district in a timely fashion. OCS shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:
 - 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/guardian/group home representative 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, the Charter School 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, the Charter School 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 students disability b) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Outcome Data

OCS shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements and make such outcome data readily available to the Los Angeles County Office of Education (LACOE) or LA SELPA upon request.

Rehabilitation Plans

Any student expelled from OCS is no longer an enrolled student. Pupils who are expelled from the OCS shall be given a rehabilitation plan upon expulsion as developed by the OCS 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 the OCS for readmission.

Readmission

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The OCS governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the OCS governing board shall readmit the pupil, unless the OCS 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 or guardian at the time the expulsion order is entered. OCS 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 504 Plan, OCS 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. As set forth in the MOU regarding special education between LAC SELPA and OCS, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the OCS Policies and Procedures Manual. Prior to recommending expulsion for a student with an IEP or 504 Plan, the OCS administration will convene a Manifestation Determination meeting to ask the following two questions:

- a) Was the misconduct caused by, or directly and substantially related to the student's disability?
- b) Was the misconduct a direct result of the Charter's failure to implement the IEP or 504 Plan?

Grounds for Suspension and Expulsion of Students

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

Discretionary Suspension

A student may be suspended for the following acts:

- Committed an obscene act or engaged in profanity or vulgarity
- 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.

Reasons for Discretionary Suspension and/or Expulsion

A student may be immediately suspended and/or recommended for expulsion for any of the following acts as enumerated in grounds for suspension or expulsion as specified in

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EC § 48900. The Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Education Code section 48900.5:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- Possessed, sold, or otherwise furnished any firearm, knife, 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, which is concurred in by the principal or the designee of the principal.
- 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, alcoholic beverage, or intoxicant of any kind. However, this section does not prohibit use or possession by a pupil of his/ her own prescription products.
- Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/ her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- 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 or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drugs.
- Engaged in, or attempted to engage in, hazing as defined in EC § 48900(q).
- Engaged in an act of bullying, including cyber-bullying as defined in EC § 48900(r). "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic

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act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils.

- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils.
- Made terrorist threats against school officials, school property, or both, (EC § 48900.7.) Terrorist threats shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which would 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.

Mandatory Expulsion

The Principal shall recommend the expulsion of a student for any of the following acts, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct acts as specified in the EC § 48915:

- Causing serious physical injury to another person except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the pupil.
- Robbery or extortion
- Possession of an explosive
- Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee
- Violation of the Federal Guns Free Schools Act
- Unlawful possession of any controlled substance listed in the California Health and Safety Code, commencing at section 11053, except for either of the following:
 - The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

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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:

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- 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

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- 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

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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,

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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

California High School Exit Exam – EC 60850

The purpose of the California High School Exit Exam (CAHSEE) is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics. State law, enacted in 1999, authorized the development of the CAHSEE, which students in California public schools would have to pass to earn a high school diploma. All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, to receive a diploma. The CAHSEE requirement can be satisfied by passing the examination, or for eligible students with disabilities meeting the exemption requirement pursuant to California Education Code (EC) Section 60850.3, or receiving a local waiver pursuant to EC section 60851 (C). Each student shall take the examination once beginning in 10th grade and on subsequent administrations until he/she passes the examination.

The CAHSEE blue prints provide more information on the English-Language Arts and Mathematics content of the examination and are available on the California Department of Education (CDE) CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE TESTING SCHEDULE

The CAHSEE is suspended for the 2015-16 school year.

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 (Smarter Balanced Assessment) Testing will be offered between 4/29/16 and 6/16/16. CST Science Testing will be completed between 4/23/16 and 5/28/16. Notification of exact

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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.

California English Language Development Test (CELDT) – EC 300-340

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 CELDT 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 CELDT annually to determine annual English language development progress until the EL students have been reclassified.

The CELDT is administered to students who are already identified as English Learners in the fall semester between July 1 and October 31. For new enrollees who have home language other than English, CELDT must be administered within 30 days of enrollment in a California public school.

To find more information about the CELDT, please contact the school office. Additional information is posted on the internet at: <http://www.cde.ca.gov/ta/tg/el/>

DELINEATION OF CORE SUBJECTS

Coursework Offered for Middle School.

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.

Middle School Subject Delineation by Grade

| | English | Math | Social Studies | Science | Elective | Physical Education |
|------------|----------------|-------------|---|------------------------------|----------------------------------|---------------------------------------|
| 7th | English7 A/B | Math7 A/B | Social Studies 7 A/B (World History through 20 th Century) | Science 7 A/B (Life Science) | Elective (Arts or Technology) | P.E. 7 A/B (Skill Development) |

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| | | | | | | |
|------------|---------------|--------------------------|---|----------------------------------|-------------------------------|---------------------|
| 8th | English 8 A/B | Pre-Algebra or Algebra I | Social Studies 8 A/B (U.S. History to 1900) | Science 8 A/B (Physical Science) | Elective (Arts or Technology) | P.E. 8 A/B (Sports) |
|------------|---------------|--------------------------|---|----------------------------------|-------------------------------|---------------------|

Coursework Offered for High School Credit

The following chart delineates the requirements for high school graduation including basic requirements as well as those required for admittance into either UC or CSU campuses:

| High School Subject Area | State Mandated Requirements (EC 51225.3) for High School Graduation | UC Requirements for Freshman Admissions | CSU Requirements for Freshman Admissions |
|----------------------------|---|--|---|
| English | 3 Years | 4 years of approved courses | Four years of approved courses |
| Mathematics | Two years, including Algebra I beginning in 2003-04. (EC 51224.5) | Three years, including algebra, geometry, and intermediate algebra. Four years recommended. | Three years, including algebra, intermediate algebra, and geometry. |
| Social Science | Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics. | 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. | Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science. |
| Science | Two years, including biological and physical sciences. | Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended. | Two years, including one year of biological and one year of physical science with lab. |
| Foreign Language | One year of either visual and performing arts, foreign language, or career technical education**. | Two years in same language required. Three years recommended. | Two years in same language required. |
| Visual and Performing Arts | One year of either visual and performing arts, foreign language, or career technical education**. | One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. | One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. |
| Physical Education | Two years | | |
| Electives | | One year*** | One year** * |

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| | | | |
|--------------|-----------|-------------------------------------|-----------|
| Total | 13 | 15 (7 in the last two years) | 15 |
|--------------|-----------|-------------------------------------|-----------|

** Beginning with the 2012–13 school year (sunsets with the 2017–18 school year), *EC* Section 51225.3 provides that a district may choose to adopt a career technical education course as an optional high school graduation requirement.

*** 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.

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
- Graphic Arts
- Basic Construction

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,

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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:

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- 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.

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- 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 present 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

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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.

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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.

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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.

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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:
 1. 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;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. 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;

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4. Using any OCS computer to pursue “hacking,” internal or external to OCS, or attempting to access information protected by privacy laws; or
 5. 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 a 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

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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) to two (2) classrooms that are Special Day Classes, each with a certified special education teacher and one teacher assistant for up to twelve (12) students. 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

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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

OCS Instructional Calendar 2016-2017

| | |
|--|--|
| Teacher Professional Development Days | Monday, August 15, 2016 – Friday, August 19, 2016 |
| First Day of Instruction | Monday, August 22, 2016 |
| School Closure | Friday, September 2, 2016 |
| Labor Day | Monday, September 5, 2016 |
| Veteran's Day | Friday, November 11, 2016 |
| Thanksgiving Holiday | Monday, November 21, 2016 – Friday, November 25, 2016 |
| Winter Recess | Monday, December 16, 2016 – Friday, January 6, 2017 |
| Dr. Martin L. King, Jr.'s Birthday Observed | Monday, January 16, 2017 |
| Last day of first semester | Friday, January 27, 2017 89 days |
| First day of Spring semester | Monday, January 30, 2017 |
| School Closure | Friday, February 17, 2017 |
| President's Day | Monday, February 20, 2017 |
| Spring Break | Monday, April 3, 2017 – April 14, 2017 |
| School Closure | Friday, May 12, 2017 |
| School Closure | Friday, May 26, 2017 |
| Memorial Day Observed | Monday, May 29, 2017 |
| Last Day of Instruction | Friday, June 23, 2017 91 days |
| Total Instructional Days | 180 |

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CAHSEE is suspended for the 2016-2017 school year.

CAASPP TESTING DATES

SBA Testing will be offered between 4/29/17 and 6/16/17. CST Science Testing will be completed between 4/23/17 and 5/28/17. 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.

CELDT TESTING WINDOW

The fall testing window for the California English Language Development Test is from 7/1/16 – 10/31/16.

OCS Regular Bell Schedule – 2016-2017

| <i>Regular Bell Schedule</i> | | | |
|------------------------------|---------------------|-------------|-----|
| Homeroom | 745 - 756 | 11 | |
| Passing | 756 – 758 | 2 | |
| First Period | 758 – 849 | 51 | |
| Passing | 849 – 851 | 2 | |
| Second Period | 851 – 942 | 51 | |
| Passing | 942 – 944 | 2 | |
| Third Period | 944 – 1035 | 51 | |
| Passing | 1035 – 1037 | 2 | |
| Fourth Period | 1037 – 1128 | 51 | |
| Passing | 1128 – 1130 | 2 | |
| | First Lunch | 1130 - 1200 | 30 |
| | Homeroom - Resource | 1130 - 1200 | *30 |
| | OR | | |
| | Homeroom - Resource | 1200 – 1230 | *30 |
| | Second Lunch | 1200 – 1230 | 30 |
| Passing | 1230 – 1232 | 2 | |
| Fifth Period | 1232 – 0123 | 51 | |
| Passing | 0123 – 0125 | 2 | |
| Sixth Period | 0125 – 0216 | 51 | |
| Passing | 0216 - 0218 | 2 | |
| Homeroom | 0218 – 0224 | 6 | |

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OCS Minimum Day Bell Schedule – 2016-2017

| <i>Minimum Day Bell Schedule</i> | | |
|----------------------------------|-------------|----|
| Zero Period – HR/Resource | 0759 – 0806 | 7 |
| Passing | 0806 – 0808 | 2 |
| First Period | 0808 – 0842 | 34 |
| Passing | 0842 – 0844 | 2 |
| Second Period | 0844 – 0918 | 34 |
| Passing | 0918 – 0920 | 2 |
| Third Period | 0920 – 0954 | 34 |
| Passing | 0954 – 0956 | 2 |
| Fourth Period | 0956 – 1030 | 34 |
| Passing | 1030 – 1032 | 2 |
| Fifth Period | 1032 – 1106 | 34 |
| Passing | 1106 – 1108 | 2 |
| Sixth Period | 1108 – 1142 | 34 |
| Passing | 1142 – 1144 | 2 |
| Homeroom - Resource | 1144 – 1200 | 16 |

HELPLINES

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

POLICIES CHECKLIST

1. Annual Notification of Parent’s Rights and Responsibilities
2. CELDT testing and placement
3. Change of residency policy
4. Acceptable Use of Technology and Internet Safety Agreements

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