



Family Handbook

2026-27

Last Updated on 6/05/2026





Dear OCEAA School Community,

On behalf of the OCEAA Board of Directors, Families Supporting OCEAA (FSO), teachers, and staff, welcome to the 2026–27 school year at OCEAA! This year, we proudly begin our 22nd school year since opening in 2005, building upon more than two decades of academic excellence, artistic expression, character development, and community partnership.

It remains the highlight of my professional career to serve as Executive Director. Having worked across the educational landscape, I can confidently say that OCEAA is a truly special learning community where students are challenged to grow as biliterate scholars, compassionate citizens, and future leaders.

Last year was one of celebration and accomplishment. We commemorated OCEAA's 20th Anniversary, earned full EL Education Credentialing status, expanded opportunities through the arts and experiential learning, and secured the property adjacent to our Main Building campus, helping strengthen our vision for future generations.

As we begin this year, I encourage all of us to embrace one of OCEAA's core beliefs: Somos Crew. Our success depends on students, families, staff, and community partners working collectively to support one another and contribute to a positive school culture.

This handbook outlines important expectations that help sustain our community. We ask everyone to remain respectful, civil, and constructive in their interactions with students, staff, families, volunteers, neighbors, and community partners. Family involvement, particularly through volunteering, plays a meaningful role in enriching your child's school experience.

OCEAA maintains high expectations for student character and behavior. We are committed to providing training, support, and clear communication regarding school procedures and key deadlines. We also encourage a continuous improvement mindset: if you see something that can be improved, please say something.

Thank you for entrusting us with your child's education. We look forward to another outstanding year together.

Best regards,

A handwritten signature in black ink, which appears to read "Mike Limón". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mike Limón

Executive Director



Hello OCEAA families,

At OCEAA, we truly are a family. Like families do, we stick together to support our students. As families, we find ways to help each other when things are difficult. And like families, we must find ways to come to the table together, committing to compromise for our loved ones.

This has been a year of changes. We planted ideas, grew them into structures, and piloted them. Once they are implemented, we identify elements that need refining. Like a family, we strive together to build on our strengths, work through our disagreements, and find ways to grow.

Our long-term plan is ambitious because we want to work with our community to realize our mission and vision: Students who grow as whole individuals and serve their communities in pursuit of a better future for all. Everything we do revolves around that goal: The exposure to and attainment of two languages and multiple cultures; the experience of self-expression through the arts; and the understanding of the importance of the multiple perspectives each person brings to the table, as well as the various ways those perspectives can be expressed artistically.

The world is not easy for children right now. Students can be judged through social media far more than in the past. Children develop self-awareness and self-image much earlier. Some of the content children can be exposed to today would have been unthinkable a couple of decades ago. At the same time, students can access knowledge that connects to their interests and learn more about the world than ever before. The challenge is teaching them how to identify reliable information, recognize age-appropriate content, and protect themselves from harmful external influences through chats and social media. As a community, we will continue facing these challenges together.

In a world that seeks to define us by our irreconcilable differences, we must focus on what we share in common. Let us continue finding common ground, because only through shared effort can we leave a better world for our children.

In Crew,

A handwritten signature in black ink, appearing to read "Pedro Llorente".

Pedro Llorente, Ed.D.

School Director



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Contact Information and Important Dates

OCEAA 714-558-ARTS (2787)

www.OCEAA.org

Leadership, Administration, and Office Staff		
Executive Director	Mike Limón	mlimon@OCEAA.org
School Director	Dr. Pedro Llorente	pllorente@OCEAA.org
Operations Manager	Carlos Santana	csantana@OCEAA.org
Nutritional Services Manager	Lisa Ochoa	lochoa@OCEAA.org
KEDS and Student Activities	Miriam Ramírez	mramirez@OCEAA.org
Attendance	Attendance	attendance@OCEAA.org
Health Office	María Soto	healthoffice@OCEAA.org
Main Building Receptionist	Araceli Dueñas	receptionist@OCEAA.org
Annex Receptionist	Araceli Sandoval	receptionist@OCEAA.org
Registrar	Joselyn Monrroy	registrar@oceaa.org
Facilities	Enrique Luna	maintenance@OCEAA.org
Foster and Mobile Youth Liaison	Carlos Santana	csantana@OCEAA.org
FSO Parent Group	FSO	fso@OCEAA.org
OCEAA Board of Directors	OCEAA Board	board@OCEAA.org

Multi-Tiered System of Supports Team (MTSS)		
School Director	Dr. Pedro Llorente	pllorente@OCEAA.org
Dual Language Immersion Curriculum and Instruction Coordinator	Monica Bennett Gee	mbennettgee@OCEAA.org
School Culture and Character Coordinator	Jocelyn Vargas	jvargas@OCEAA.org
Assessment and Intervention Coordinator	Doraima Gómez	dgomez@OCEAA.org
Special Education Coordinator	Micki Montgomery	mmontgomery@OCEAA.org
Counselor	Iván Luna	iluna@OCEAA.org

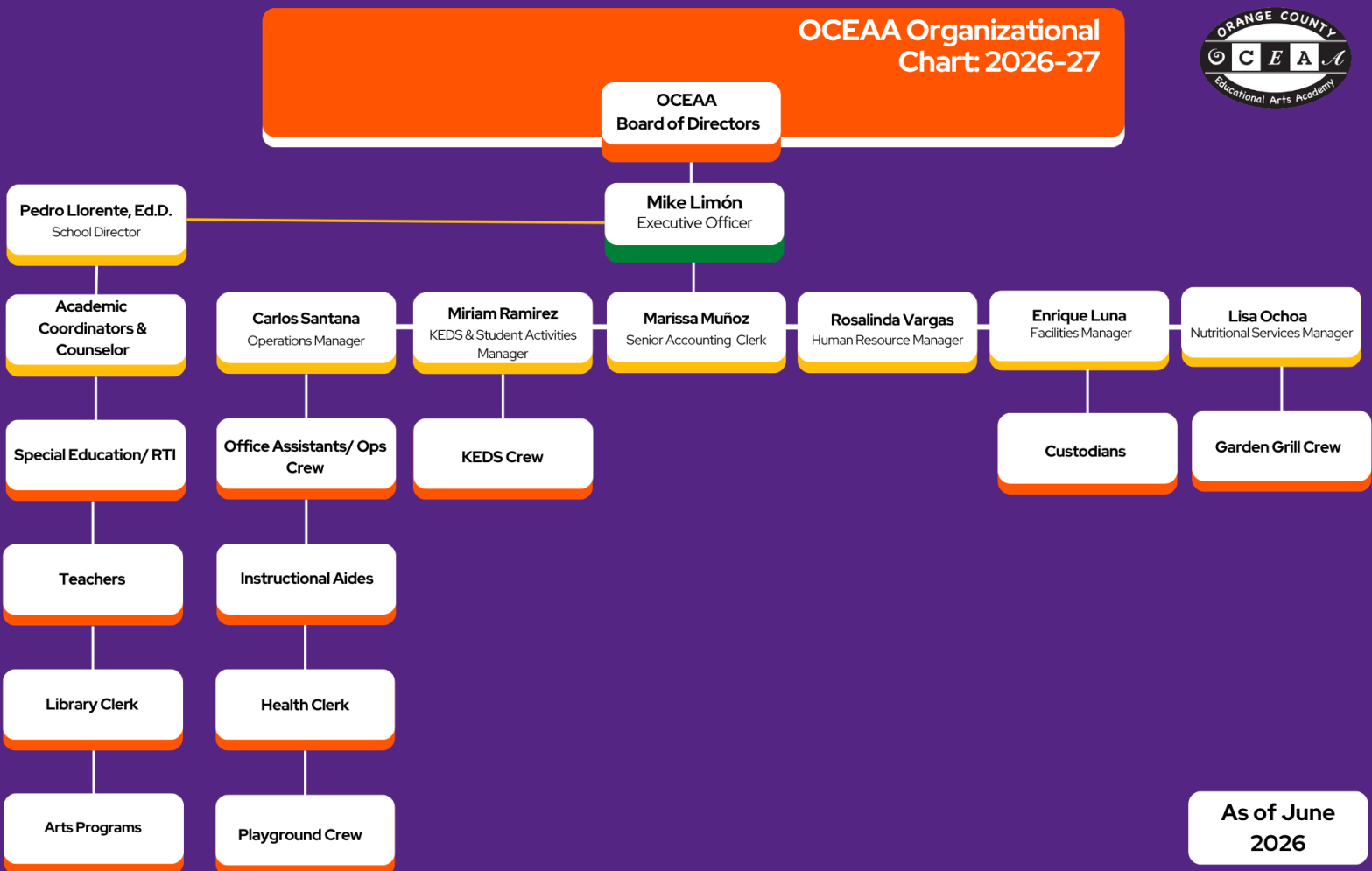
OCEAA Academic Calendar

OCEAA Calendario Familiar / Family Calendar							2026-2027														
Favor de revisar el calendario en nuestro sitio web para obtener la información más actualizada Please see the calendar on our website for the most up-to-date information							www.oceaa.org														
July-2026							August-2026							September-2026							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
5	6	7	8	9	10	11	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
12	13	14	15	16	17	18	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
19	20	21	22	23	24	25	23	24	25	26	27	28	29	27	28	29	30				
26	27	28	29	30	31	Aug 1	30	31													
7/23-7/24 Registro de regreso a clases / Back to School Registration							8/12 Primer día de clases (modificado) / First day of school (mod day)							9/7 Observación del Día del trabajo / Labor Day 9/25 No hay clases / No classes							
October-2026							November-2026							December-2026							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31			
25	26	27	28	29	30	31	29	30													
10/12 Día de los pueblos indígenas / Indigenous Peoples Day 10/30 No hay clases / No classes							11/11 Día de los veteranos / Veteran's Day 11/24-11/27 Vacaciones de otoño / Fall break							12/11 Conferencias dirigidas por estudiantes (no clases) / Student Led Conferences (no classes) 12/17 - 1/5 Vacaciones de invierno / Winter Break							
January-2027							February-2027							March-2027							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
					1	2	Jan 31	1	2	3	4	5	6	7	8	9	10	11	12	13	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	28	29	30	31				
24	25	26	27	28	29	30	28														
1/6 Se reanudan las clases / Classes resume 1/18 Día de MLK / MLK Holiday 1/29 No hay clases / No classes							2/12 & 2/15 Días de los presidentes / Presidents' Holidays							3/5 No hay clases / No classes 3/26 Conferencias dirigidas por estudiantes (no clases) / Student Led Conferences (no classes)							
April-2027							May-2027							Registro de regreso a la escuela (en persona) / Back to School Registration (in person)							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Primer y último día de clases - Días modificados / First & Last Day of classes - Modified Days							
				1	2	3	2	3	4	5	6	7	8	Todos los miércoles = Días modificados / All Wednesdays = Modified Days							
4	5	6	7	8	9	10	9	10	11	12	13	14	15	No Hay clases = Días de desarrollo profesional / No classes = Professional Development Days							
11	12	13	14	15	16	17	16	17	18	19	20	21	22	Conferencias dirigidas por estudiantes / Student Led Conferences							
18	19	20	21	22	23	24	23	24	25	26	27	28	29	Día feriados y vacaciones / Holidays & Vacations							
25	26	27	28	29	30	May 1	30	31	Jun1	Jun2	Jun3	Jun4	Fin de trimestre / End of Trimester								
4/5-4/9 Vacaciones de primavera / Spring Break							5/7 No hay clases / No classes 5/31-Día Conmemorativo / Memorial Holiday 6/2, 6/3, 6/4 Días modificados / Modified Days 6/4-Último día de clases (modificado) / Last Day of School (Modified)														
<p style="font-size: small;">Los formularios de inscripción para el regreso a clases estarán disponibles en PowerSchool del 15 de junio al 17 de julio. El 29 de julio es el último día para la presentación de solicitudes para el carril exprés para BTSR.</p> <p style="font-size: small;">Las inscripciones para el regreso a clases serán el 23 y el 24 de julio.</p> <p style="font-size: small;">Todas las familias deben asistir o contactar con la escuela para opciones alternativas antes del 1 de julio para asistir a OCEAA en el año escolar 2026-2027.</p> <p style="font-size: small;">Back to School Registration forms will be available in PowerSchool June 15-July 17. June 29 is last Day for Express Lane Submission for BTSR.</p> <p style="font-size: small;">Back to School Registration will occur July 23 and July 24.</p> <p style="font-size: small;">All Families must attend or make arrangements prior to 7/1 in order to attend OCEAA in 2026-2027.</p> <p style="font-size: x-small;">Nota: La mesa directiva de OCEAA reserva el derecho de cambiar los días escolares si circunstancias se presentan (emergencias, negociaciones, clima, etc.) exigiendo la necesidad de cambios.</p> <p style="font-size: x-small;">Note: The OCEAA Board reserves the right to change school days if circumstances arise (emergencies, negotiations, weather, etc.) causing the need to make changes.</p>																					
4-9-26																					

Non-Student Days for Staff Development

Approximately once a month OCEAA has scheduled non-student days for teacher professional development. On these days' students do not attend school while staff has a workday. The purpose of these staff days is to improve instructional practices to further student learning and achievement. Non-student days are noted on the OCEAA Family Calendar.

OCEAA Organizational Chart



Attendance Policies

OCEAA students must be punctual and in attendance for all classes. Regular attendance is vital to a student's success at OCEAA. The student who is frequently absent misses social interaction and direct instruction even though written work is made up. Just as the OCEAA team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments. OCEAA encourages parent(s)/guardian(s) to schedule the student's non-school activities and vacations during non-instructional time, or before/after school. Students must attend school in order to participate in any extracurricular events taking place on the same day.

Definitions

- *"Tardy"*: OCEAA starts at 8:10am. Students shall be classified as tardy if the student arrives after that time.
- *"Unexcused Absence"*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *"Truant"*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee. Any students who are on campus and outside of their designated class for an extended period without written permission from a corresponding staff member, in particular if they have not checked in with their designated teacher for that period of the day, will be considered truant from that period of the day and a Character Communication will be issued.
- *"Habitual Truant"*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *"Chronic Truant"*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"School Attendance Review Board ("SARB")"*: The SARB will be composed of Academic School Director, Operations Manager, School Counselor, Attendance Staff, and others as designated. The SARB will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SARB shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SARB shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of "walker status" privilege, must be accompanied by parent to school
 - f. Loss of field trip privileges
 - g. Loss of school event privileges
 - h. Required remediation plan as set by the SARB
3. Notice of action recommended by the SARB will be provided in writing to the parent/guardian.

Attendance Reporting Definitions:

- Absent: An absence NOT verified by the parent/guardian.
- (U) Absent not approved: An absence for reasons such as family vacation, personal, transportation problems, or due to parent not verifying the absence within three (3) days are unexcused.
- (X) Medical/dental appointment, ill, religion, bereavement: Excused absence by a parent/guardian.
- (T) Tardy Unexcused: Being late to class by 10 mins or less assigned by the teacher.
- (TE-N29) Tardy/Early Release Not Excused 29 mins or less
- (TE-X29) Tardy/Early Release Excused 29 mins or less
- (TE-N30) Tardy/Early Release Not Excused 30 mins or more
- (TE-X30) Tardy/Early Release Excused 30 mins or more
- (ISA) Waiting for Independent Study: When a student takes two (2) or more consecutive school days and requests assignments.
- (ISC) Independent Study Complete: Upon returning to school from taking two (2) or more consecutive school days and the Independent Study is completed and returned.
- (ISI) Independent Study Incomplete: Upon returning to school from taking two (2) or more consecutive school days and the Independent Study was not returned or incomplete.

Absences

When a student is absent, parents are required to call our attendance clerk prior to 8:15 am at (714) 558-2787 or email attendance@oceaa.org to report an absence for OCEAA. Every absence, even for part of

the day, interferes with your child's social and academic progress in school. OCEAA expects students to arrive on time and attend school all day, every day.

If you are not able to call to report an absence, parents are to send or email a note to the attendance clerk explaining the absence when the student returns to school. The note should include the absence date(s), reason for the absence, first and last name of the student along with their homeroom teacher and grade.

If the absence is not verified through a phone call or note to the school, an additional message will be sent to verify the absence. Parents are required to notify the school with the reason for any absence. If an absence is not verified, that absence will be marked unexcused.

The school must be notified each day your child is absent.

Excused Absences

A student not present in class for any reason is considered absent. The law specifically states that a pupil must be legally excused from compulsory attendance under certain circumstances. The following are acceptable excuses for absences:

- Personal illness or injury. A doctor's note is required for illness of three (3) days or more. Students with communicable or contagious illness are encouraged to remain home until recovered or cleared by a doctor to return.
- Student's quarantine as directed by a doctor or city/county health officer.
- Student's personal medical, dental, optometric or chiropractic services rendered verified by a note from a medical professional.
 - Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

- To access services from a victim services organization or agency.
 - To access grief support services.
 - To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
-
- Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
 - Spending time with a member of the scholar's immediate family who is an active duty of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
 - Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per year.
 - Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
 - Attendance at the student's naturalization ceremony to become a United States citizen.
 - Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
 - Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
 - A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- For the purpose of a middle school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - A middle school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - Appearance in court
 - Observation of a holiday or ceremony of the student's religion.
 - Attendance at religious retreats not-to-exceed one school day per semester.
 - Employment interview or conference, high school orientations (8th graders only).
 - Appearance at SARB.
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

- 1. Signed, written note from the student's parent/guardian or parent representative.**

2. Communication (either in person, telephone or by ParentSquare) between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

- a. Name of student;
- b. Name of parent/guardian or parent representative;
- c. Name of verifying employee;
- d. Date or dates of absence; and
- e. Reason for absence.

3. Healthcare provider verification:

- a. Student's parent/guardian or parent representative to provide school with a valid medical note
- b. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- c. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had **fourteen (14) absences in the school year** for illness verified by methods listed in this section without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

4. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive **"Truancy Letter #1 – Truancy Classification Notice"** from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **"Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,"** notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **"Truancy Letter #3 – Referral to SARB Meeting"** and the student will be referred to a Student Success Team (SST) and the SARB.
5. If the conditions of the SARB contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SARB contract (if any), and the SARB will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below.

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

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Tardies/Early Releases

School begins promptly at 8:10 AM. Students are marked tardy when they are not in their classroom at 8:10 AM. Students arriving after 8:20am must be escorted by parents/guardians to the front office to sign the tardy slip for our records. **Parking** is limited at OCEAA, there are three (3) spots in front of the school

at OCSA's teacher parking lot at our Mural on a first come first serve approach, and there are drop off opportunities at the parking meters in front of the Sycamore street parking structure or you can park at that parking structure for a fee. Students are expected to be in school until scheduled release time. Students who leave prior to school ending must be checked out at the front office by parent or emergency contact.

Early releases are reflected in the Tardy count. Excused tardiness or early release is for illness, medical/dental appointments (verified by an official document such as letterhead, including contact name, signature and phone number). Oversleeping, traffic, flat tire, leaving early for personal reasons, etc. are NOT considered valid reasons for excused tardies/early releases.

Consequences for Frequent Tardies

OCEAA is dedicated to academic achievement and success for all students. Regular school attendance is a critical part of that success. Our school is committed to reducing our tardy rate; regular, on time attendance results in improved academic skills, as well as social and emotional growth for our students.

We utilize our school-wide discipline policy to provide consequences for frequent tardiness:

- Every third tardy slip will result in a Character Communication.
- The first two tardy slips are warnings – tardy slips are to be signed by parents when issued. If a parent does not escort his/her student into the building to sign the tardy slip, the homeroom teacher will send a copy of the tardy slip to the parent via ParentSquare or email.
- When 3 Character Communications have been issued for tardiness, an Office Discipline Referral (ODR) will be completed by the homeroom teacher and submitted to an administrator for follow up with parents.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

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



The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

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

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

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known school district of residence within thirty (30) calendar days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Non-Discrimination

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

Reports

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

Independent Study

OCEAA is a classroom instruction charter school and as such OCEAA expects parent(s)/guardian(s) to schedule the student's non-school activities and vacations during non-instructional time, before and after school.

There may occasionally be times a student may need to be off campus (i.e., warranted absences, extended illnesses, lack of immunizations, trips that absolutely cannot be scheduled outside of school schedule). Independent Study is a short-term instructional option designed to address those individual student's needs (i.e., warranted absences, extended illnesses or lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum and is only available for absences from school for two (2) or more consecutive school days. Independent Study must be approved by the School Director or designee prior to the absences.

Parents are required to request an Independent Study Contract from the teacher (at least one week prior to the first day of absence), pick up and sign the contract prior to first date of absence, and return signed/completed contract by due date.

No student may be on Independent Study for more than fifteen cumulative (15) total days in a school year. Parents and students are responsible to return the signed contract and work by the date on the contract. If the student has been on Independent Study before and has not completed the work as assigned, another Independent Study will not be allowed without an allowed exception. It is up to the School Director or designee as to whether he/she should be allowed to participate in the program again.

Independent Study enables students to continue learning opportunities and enables the school to receive average daily attendance credit when a student completes work off campus. Please notify the attendance office if you would like to initiate an Independent Study when your child is planned to be absent for two (2) or more consecutive school days.

For students with Individual Education Programs (IEPs), the IEP must be amended prior to the student participating in Independent Study as this is considered a change of placement for the student. *(Per Ed Code 51745(c): An individual with exceptional needs, as defined in Section 56026, shall not participate in independent study, unless the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.)*

Enrollment and Registration

Non-Discrimination in Enrollment

OCEAA does not discourage students from enrolling or seeking to enroll in OCEAA for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being a foster or mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. OCEAA shall not encourage a student currently attending OCEAA to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with OCEAA's charter and relevant policies. OCEAA does not request nor require student records prior to a student's enrollment.

Two-Way Bilingual Immersion (TWBI) Program

OCEAA exclusively offers the TWBI program for all students. All staff employed to teach in Spanish possess the appropriate authorization from the Commission on Teacher Credentialing. The parent or legal guardian of all families who wish to have their child enrolled in our (TWBI) Program must attend an orientation (even if there are sibling students already enrolled in the program).

Transitional Kindergarten/Kindergarten Enrollment

To be eligible to begin TK students must turn four (4) years of age by September 1st of the TK school year. To be eligible to begin kindergarten students must turn five (5) years of age by September 1st, of the Kindergarten school year.

Sibling/Employee Priority Enrollment

Existing students are guaranteed admission in the following school year and are exempt from the public random drawing (lottery) as long as all Intent to Return and Back to School Registration process is submitted by the established deadlines.

Priority Enrollment is available to:

1. Siblings (brother/sister, step-brother/step-sister living in same home) of existing OCEAA students
2. Children (legally living with) of current OCEAA employees

Priority is only granted to applicants that apply within the open enrollment window. If an application is received after the application deadline, no preferences will be considered.

In order to receive enrollment priority for siblings of children currently enrolled at OCEAA or children of current OCEAA employees, the family must be in good standing in the following areas:

1. For transitional kindergarten (TK) and kindergarten (K), complete the sibling/employee's child survey during re- registration one (1) year prior to the child starting TK/K and complete the application process by the posted due date. For grades 1st through 8th grade complete the application process (located on our website) by the due date in the OCEAA School Bulletin, the school year prior to enrollment date. Parents or legal guardians are expected to participate in a scheduled dual language information session and receive a priority lottery number prior to the lottery date, even if another family member is enrolled in OCEAA's TWBI program.
2. Provide the necessary academic support for student success (i.e. homework support, attendance at conferences, checking PowerSchool gradebook regularly, working with teachers to meet academic goals set at conferences, etc.).
3. Comply with the attendance policy.
4. Ensure that there are no outstanding balances with any OCEAA programs.

If steps 1-4 are met and space is available, the Registrar will contact the parent to complete the enrollment. Parents will have a maximum of three (2) days to accept the enrollment offer and 3 additional days to provide the following documents to the school:

- Birth Certificate or other legal proof of birthdate
- Vaccination Record.
- Oral Health Assessment Form.
- Report of Health Examination Form.
- Report Card, (1st - 8th).
- English Language Proficiency Assessments for California (ELPAC), if applicable
- State Testing Reports, if applicable (3rd - 8th).
- IEP/504, if applicable

If the number of priority students wishing to attend OCEAA exceeds the school's capacity, the priority students will be placed on the school waitlist based on the enrollment date of the current OCEAA student or current OCEAA employee start date.

The Lottery

If the number of new students wishing to attend OCEAA exceeds the school's capacity, enrollment will be determined by using a computer algorithm public random lottery drawing. The Lottery is recorded and available as requested. The accepted and waiting lists will be published on the website by 5:00 pm the day of the lottery. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their numbers appear. The offered list and waitlist will be made available following the lottery (if needed) and upon request. Parents/legal guardians of applicants on the offered list and waitlist will be contacted by designated school office staff via phone and email. Communication attempts will be logged by school staff. Parents/guardians of applicants will have a maximum of three (3) days to accept or decline their seat. If parents/guardians do not respond within the timeline, the applicant's offer will be rescinded and the next applicant's parents/guardians on the waitlist will be contacted.

The Registrar will contact the parent to complete the enrollment. Parents will have a maximum of three (3) days to accept the enrollment offer and 3 additional days to provide the following documents to the school:

- Birth Certificate or other legal proof of birthdate.
- Vaccination Record.
- Oral Health Assessment Form.
- Report of Health Examination Form.
- Report Card, (1st - 8th).
- English Language Proficiency Assessments for California (ELPAC), if applicable
- State Testing Reports, if applicable (3rd - 8th).
- IEP/504 applicable (optional to submit at time of enrollment, but encouraged to ensure services are implemented timely. No student will be denied enrollment on basis of disability status.

Academic Policies

General Information

OCEAA students are held accountable for appropriate conduct and for learning the skills necessary to meet grade level performance standards. At the beginning of the year, the school and its teachers will communicate to parents and students a description of their course curricula, and the essential knowledge and skills to be learned in order to attain grade level proficiency and be promoted to the next grade.

Students are expected to meet proficiency requirements in all subjects, as determined by standards-based rubrics and benchmarks. Student academic performance is evaluated with a variety of measures including state standardized tests, interim assessments, exams, projects and performances.

Standards-Based Grading

Teachers collaborate in teams to develop lessons based on grade level priority standards and Learning Targets. Assignments and grades are aligned with the standards the Learning Targets address. Summative assessments, such as exams, projects, and presentations are assessed using four-point standards-based rubrics. Summative assessment scores are entered into PowerSchool and can be viewed using your parent account.

Formal progress reports are provided at the end of each trimester; students are graded on academic achievement and demonstration of the OCEAA Habits of Character. Academic grades represent current levels of student achievement as described in California and Common Core State Standards. Character grades represent achievement in OCEAA's Habits of Character: Perseverance, Integrity, Collaboration, Compassion, and Courage. Academic and Character performance are reported separately.

Schoolwide Standards Based Grading Scale

OCEAA has adopted a schoolwide standards-based grading scale. The academic scale has 4 levels of performance described as follows:

TK-8 Academic Performance Levels

- 4 = Advanced
- 3 = Proficient
- 2 = Approaching
- 1 = Below

Advanced (4): The student consistently meets and at times exceeds (more depth/ extension with grade-level work and/or performing at a higher grade level) the standard as it is described by the grade level key indicators. The student, with relative ease, grasps, applies, and extends the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled advanced.

Proficient (3): The student regularly meets the standard as it is described by the grade level key indicators. The student demonstrates proficiency in the vast majority of the grade-level key indicators. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled proficient.

Approaching (2): The student is beginning to, and occasionally does, meet the standard as it is described by the grade-level key indicators. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors. The student's work is comparable to the student models and rubrics that are labeled approaching.

Below (1): The student is not meeting the standard as it is described by the key indicators for this grade level. The student is working on key indicators that are one or more years below grade level. The student's work is comparable to the student models and rubrics that are labeled below.

Can Students Earn a 4 in Trimester 1?

Trimester 1	Trimester 2	Trimester 3
3.W.1 Opinion Writing	3.W.2 Informative Writing	3.W.3 Narrative Writing
3.W.5 . Planning, revising, & editing	3.W.5 . Planning, revising, & editing	3.W.5 . Planning, revising, & editing

It is possible for a student to demonstrate proficiency or advanced mastery **of the standards taught within that domain in that trimester** (ex. A certain genre of writing that will not be taught again in the school year in that language). This will not necessarily equate to the progress report grade for the whole domain (ex. Writing) because you will also be assessing some standards in that domain throughout the entire year (ex. Revising & editing).

A score of 3 or 4 in any given trimester may not necessarily reflect the same standards/skills within that domain as another trimester and Trimester 1 and Trimester 2 scores do not reflect all skills within that standard domain (ex. Reading Literature and Information Text).

The Character scale has 4 letters codes described as follows:

TK-8 Character Codes

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Students set goals and reflect on character development in each trait:

Courage: We use our thoughts, words, and actions to take the first steps. We advocate for doing what's right in all areas of life.

Integrity: We are true to ourselves, do our best, and take pride in what we do. We value honesty, accept responsibility, and do the right thing.

Perseverance: We stick with things, even when they're challenging. We go beyond what we think we can do by combining determination and a positive attitude. We maintain a growth mindset.

Collaboration: We work together respectfully. We value every voice and encourage every talent.

Compassion: We show kindness by caring for and helping others. We foster empathy by learning more about others' perspectives.

Progress Monitoring

Communication with classroom teachers concerning the grading and the return of your child's work is critical. Parents may request a conference with their children's teachers at any time. Informal updates, Student-Led Conferences, Student Success Team (SST) meetings, and Response to Intervention (RtI) meetings serve as progress reports throughout the year.

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level academic and citizenship standards.

Eighth grade students are required to successfully complete coursework with a minimum 2.0 SGA (Standards Grade Average) in order to receive a "Certificate of Promotion" from OCEAA. Students at risk of not meeting this requirement will be provided additional supports in the last trimester of 8th grade. In order to participate in promotion activities, 8th grade students must also have satisfactory citizenship standing. Student and parent presentations will be given annually to ensure all 8th grade families understand these requirements.

Retention

OCEAA strives to identify students who are at risk of retention at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students may be identified from Kindergarten onward. Before retaining a student, the School Director shall determine that:

1. The student has been identified for retention on the basis of not meeting minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:
 - a. State assessments
 - b. Local assessments
 - c. Excessive attendance/enrollment gaps
2. The student has received interventions related to the targeted area of need, but the student's achievement was not sufficient to be prepared for advancement.
3. The student will receive appropriate support targeted to the student's needs and maturity during the retention school year.

Retaining a student is an important decision. OCEAA uses different sources of data and connects with parents to determine which candidates to retain. We use a questionnaire of readiness, performance data, and a portfolio of the work to retain students in Kindergarten and 1st grade. The older the student, the more evidence is necessary to compile and consider in order to choose retention. This is especially true for students in 2nd grade and older. With regards to students with IEPs, an IEP meeting must be held to discuss concerns before a decision is made.

OCEAA's process includes different stakeholders, including the parents or guardians, to determine retention. The choice of the family is a very important factor when determining retention. However, following the Educational Code, the School Director has final right of determination for retention, and might select retention against the parent's choice if it is determined to be the best educational path for

the student. Parents have the right to appeal that decision in a timely manner. The School Board would, in this case, make a final determination for the appeal.

Classwork and Homework

Classwork and homework provide students with practice in applying standards-based skills that are taught and allow them to extend their learning.

- Classwork will be reviewed to provide feedback to students in a timely manner.
- If a student has three missing assignments, the family will receive a Character Communications (Minor Discipline Referral) and contact by phone or email, and the student will be provided time in After-School Revision to complete the work.
- If a student receives three (3) Character Communications for missing assignments, the teacher will issue an Office Discipline Referral (ODR). An administrator or designee will contact the parent to discuss the next steps to support the student to complete academic assignments consistently.

The purpose and frequency of homework will vary based upon the maturity and needs of students. Grade-level homework routines will be explained at Curriculum and Character Expectations Night.

Homework serves a number of purposes: to practice classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents can be involved in their children's practice of academic skills by holding daily conversations about their learning and classroom activities.

To build fluency in reading and in math in all grades, we expect that all students **read and practice math fluency every day**. To support their reading, students should pick texts in both Spanish and English that motivate and interest them and are at their independent reading level. To support math fluency, students should practice fluency of the math facts corresponding to their grade daily (ex. Kindergarten- Combinations of numbers that add to 10; 3rd-5th - Multiplication facts & 6th - 8th Grades - math facts fluency). Both daily reading and daily practice and memorization of math facts are necessary and need to be reinforced both inside and outside the school. Teachers have discretion over the design, delivery and implementation of accountability systems that will support our students in meeting this expectation of daily reading and numeracy practice. Nevertheless, the expectation is that all students foster this fluency daily with the necessary support and accountability provided by teachers and families.

We expect that all OCEAA students:

- Read for 20+ minutes daily at home, ideally in both languages
- Practice at home fluency of the math facts corresponding to their grade (ex. Kindergarten- Combinations of numbers that add to 10; 3rd-5th Grades- Multiplication facts) multiple times per week with games, flashcards, drills, or otherwise

- Parents can access PowerSchool with their individual log in, which was created at time of application to OCEAA. Directions on how to obtain your forgotten username or password are included in your Back-to-School Registration Letter and available on our website.

English Learners

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

Students who have not been enrolled in a California K-12 public school prior to being enrolled in OCEAA and for whom the Home Language Survey completed during enrollment indicates any language other than English: was the child's first language, is spoken most frequently in the home, and/or is the language spoken most frequently to the child, must, by California law, be administered the current CA English Proficiency test, the [English Language Proficiency Assessments for California \(ELPAC\)](#). The results of the Initial ELPAC assessment will be shared with the parent within 30 days of the student's enrollment at OCEAA. Before students are enrolled in the dual language immersion program, a support for English learners, parents/guardians shall receive information about the program and their opportunities for parental involvement.

Once identified as an English learner, a student shall be annually assessed for language proficiency with the Summative ELPAC until the student is reclassified based on criteria specified in the EL Master Plan. Parents will be notified of the results of the annual Summative ELPAC.

English learners shall be Reclassified as Fluent English Proficient ("RFEP") when they demonstrate the ability to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study on measures for reclassification aligned with CA Education Code and approved by the OCEAA Board.

Our goal is to have all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

Student Recognitions, Awards and Honors

There are many ways students receive special recognition. Some of the most valued awards are as follows:

Character Awards

OCEAA takes great pride in recognizing and rewarding its role model students. Those students who follow the OCEAA character traits of Perseverance, Integrity, Collaboration, Compassion, and Courage will be eligible for one or more of the following types of recognition:

- Various recognitions and crewmate (student) of the month certificates.
- Habits of Character Ticket
- Special activities and field trips
- Positive feedback
- Congratulatory notes and letters sent home

Academic Awards

Throughout the year teachers will recognize students for their academic achievement in 2 of 3 dimensions of student achievement: mastery of knowledge and skills and high-quality work. These awards may include: Independent Reading/AR, Most Improved Academically, science, math, social studies, arts etc.

K, 3rd, 6th and 8th Grade Pathways to Biliteracy Awards

Advanced levels of knowledge and proficiency in another language takes many years and requires significant perseverance and dedication. OCEAA grants the following awards to recognize benchmarks towards bilingualism and biliteracy, encouraged by the California Department of Education for students enrolled in native, heritage, dual language, and non-native language programs and program models to encourage them to pursue the State Seal of Biliteracy award at their high school culmination.

Furthermore, this distinctive acknowledgement affirms positive attitudes toward bilingualism, biliteracy, and sociocultural competence. OCEAA recognizes students who demonstrate proficient or advanced levels of bilingualism and biliteracy on measures of Speaking, Reading and Writing in both Spanish and English at the following points in their dual language journey:

- Completion of Kindergarten: **Bilingual Pathway Award**
- Completion of 3rd Grade: **Pursuit of Biliteracy Award**
- Completion of 6th Grade: **Biliteracy Pathway Award**
- Completion of 8th Grade: **Biliteracy Attainment Award**

Specific qualification criteria for each of these recognitions is shared with the students and families in that grade at Curriculum and Character Expectations Night and reminders are sent mid-way through the year. Qualifying students are alerted and recognized in the last month of the school year.

Sexual Health Education

OCEAA offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. OCEAA does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to OCEAA.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When OCEAA chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age- appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to OCEAA.

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

State Testing

OCEAA shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”).

Notwithstanding any other provision of law, a parent's or guardian's written request to OCEAA officials to excuse their child from any or all sections of the summative CAASPP assessments shall be granted. Parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Surveys About Personal Beliefs

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

Teacher Qualification Information

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director or designee to obtain this information.

Teacher Requests by Parents

Parents can request a teacher using the Parent Request for Teacher Selection form from March 15th to the first Monday in May to allow for creation of the classes for the upcoming school year. There are multiple factors considered when creating students rosters, so not every petition can be guaranteed. The specific factors considered when determining if the request is granted are included in the form. You can pick up a form at the reception desk or request one via email at receptionist@oceaa.org. During retention meetings, parents can request to maintain the same teacher or to change to a different teacher for the following school year.

Animal Dissections

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

California Healthy Kids Survey (or related Needs Assessment Survey)

OCEAA may administer the California Healthy Kids Survey ("CHKS") or the Panorama Survey to students except those whose parents or guardians who have provided OCEAA with a request not to have their child participate. Both the CHKS and the Panorama survey provide an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables OCEAA to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Multi-Tiered System of Supports

OCEAA is committed to providing high quality instruction and support to promote the highest achievement of all students. Multi-Tiered System of Supports (MTSS) is the framework we use to provide instruction and support that maximizes the success of all students. This will afford students cumulative access to universal, supplemental, and intensive instruction according to students' needs.

The goal of MTSS is to provide high-quality instruction and the degree of support each student needs to be successful. MTSS is not a special program, class, or intervention, but rather a way of organizing instruction and intervention to help all students and promote early identification of students needing additional academic or behavioral support to be successful.

The key components of OCEAA's MTSS are:

- High quality academic, behavioral and social emotional curriculum and instruction in the general education setting for all students
- Universal screening to identify students needing supplemental support
- Academic, behavioral and social emotional interventions matched to student need
- Ongoing progress monitoring of student performance (response to interventions)

MTSS organizes instruction and intervention into tiers, which provide differing levels of supports:

- **Universal** – All students receive high quality, core academic, behavioral and social emotional instruction and supports.
- **Supplemental** – Students needing supplemental support receive more focused, targeted small group instruction/intervention and supports in addition to core academic, behavioral and social emotional curriculum, instruction and support.
- **Intensive** – Students needing intensive support based on individual student need in addition to core and supplemental supports.

How does OCEAA identify and support students?

- We screen all students to identify students needing additional support.
- For students needing supplemental or intensive support, the MTSS Team uses a problem solving process to develop and implement evidence-based interventions and monitor student response.
- Problem-solving teams at the individual student level should always include the parents of the student.

What is the purpose of a Student Success Team (SST)?

The purpose of the (SST) is to problem-solve and to identify supports in the general education setting which allow a student to be successful in that setting.



What can I expect with MTSS’s Student Success Team (SST) process?

- Information on my child’s progress in meeting grade-level standards/expectations
- Early identification of academic or behavioral concerns
- Instruction and intervention support that is matched to my child’s academic or behavioral needs
- Involvement in data-based problem solving for my child
- Feedback on how my child is responding to targeted and individual interventions

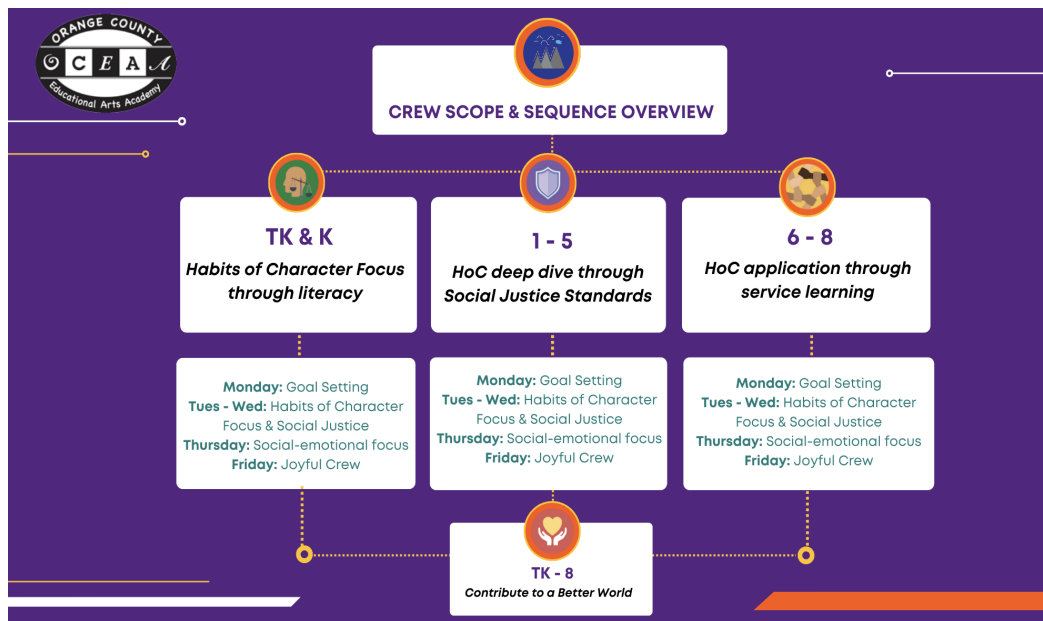
Character Development & School Discipline

Character Development

In partnership with EL Education, OCEAA follows a Crew model. As a structure, it can be similar to a regular advisory period. As a culture, it serves as an ethos of inclusion: students strive to reach ambitious goals together as a community. They are responsible for their own well-being and their classmates' well-being. EL Education's Crew builds an authentic community at school so all students thrive socially, emotionally, and academically, and can make meaningful contributions to a better world.

OCEAA maintains high expectations for student character as expressed in the following habits of character: Perseverance, Integrity, Collaboration, Compassion, and Courage. We strive for our graduates to be ethical community members who take pride in their language, culture, and ability to face challenges with a growth mindset. OCEAA students are compassionate, collaborative leaders who advocate for themselves and others.

To develop student character at such a high level, students and teachers build community through regular class Crew meetings. Character habits are taught at the beginning of each school year and assessed each trimester to help students monitor their behavior choices and set goals. OCEAA follows a unique Crew scope and sequence tailored to the collective needs of our school community. While implementation may look different across grade levels and classrooms, the purpose remains the same: building connection, character, and community. Learn more about it below.



Citizenship and Student Character

Students are to display good citizenship in all areas of campus including the lunch area, on the playground and in the classroom. Staff and parents can work together to help children understand the meaning and importance of good citizenship and the importance of demonstrating OCEAA's school-wide character traits: compassion, collaboration, perseverance, integrity and courage. Students can earn character certificates. Specific rights, rules and responsibilities regarding student behavior are detailed later in this handbook.

School-wide Discipline Policy

OCEAA views student discipline as a teaching and learning opportunity. Students are expected to take responsibility for their own actions and are required to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for demonstrating good habits of character in school, during any school sponsored activity, and arriving to/departing from school.

While most expected behaviors are managed through redirection, re-teaching and reinforcement, some behaviors will need collaborative problem solving and concrete consequences to help students repair relationships and make better choices that demonstrate good character.

OCEAA's Multi-Tiered System of Supports (MTSS) is a data-informed system; therefore, two types of discipline reports are used to assist us in identifying behavior trends at the whole school, grade level, classroom and individual student level.

Community service may be assigned as a corrective consequence for inappropriate behavior. When appropriate, the service activity will be reasonably related to the misconduct and designed to promote accountability and restoration. Community service assignments will be age-appropriate, supervised, and consistent with applicable law and school policy. Community service is not available as an alternative when a student is subject to an official expulsion proceeding.

Character Communications

Minor behavior problems are managed by teachers and general staff through redirection, re-teaching and logical consequences. Character Communications or Minor Discipline Reports are issued when attempts to remedy the behavior are unsuccessful and a logical consequence has been given (restorative circle, apology circle, community service, etc.). Character Communications notifies parents of a misbehavior and lets parents know that steps to manage behavior are being implemented.

- 1. Character Communications** help the CoST (Coordination of Services Team) determine when students need supplemental or individual behavioral or social emotional support.

Character Communications document minor behavior problems, are handled by teachers or other non-administrative staff, and are not part of a student's formal school record.

- 2. Office Discipline Referrals (ODRs):** Office Discipline Referrals are given by teachers and general staff for major behavior violations and are handled by administration. When necessary, these referrals are investigated before administrative consequences are determined. (It is important to note that **3 Character Communications earned in the same category in the same trimester equate to 1 ODR.**)

Also, a pattern of inappropriate behavior (i.e.: cell phone recordings, eloping, physical contact, tech misuse...) throughout the year can also earn an ODR, even if three of those did not occur in the course of just one semester.

ODRs document major and/or recurring behavior violations requiring administrative attention, and are recorded in PowerSchool as part of a student's formal school record. ODRs require a parent signature and a parent meeting.

Policy on Hurtful and Discriminatory Language

At OCEAA, we believe that language shapes culture. Through our Crew lessons and curriculum, we emphasize the importance of empathy, respect, and inclusion in our daily interactions.

- Hurtful or discriminatory language—whether spoken, written, or shared digitally—is strictly prohibited. This includes, but is not limited to:
- Racist or xenophobic language
- Language targeting individuals with disabilities
- Homophobic or transphobic slurs
- Any language intended to demean, exclude, or diminish others based on identity or perceived differences

Such language contradicts our school values and creates an unsafe environment for students.

Disciplinary responses will be determined by school administration, based on the severity and context of the incident. In serious cases, students may receive an Office Discipline Referral (ODR) with consequences aligned to the procedures outlined in this handbook. In other cases, students will participate in a restorative conversation with staff and families and engage in an educational opportunity aimed at understanding the social and historical harm caused by such language.

Repeated violations will result in automatic issuance of an ODR and appropriate disciplinary action.

Acceptable Student Use of Technology Policy and Agreement

The use of technology tools at OCEAA is a privilege, not a right. The privilege is given to those who act responsibly. Administrators and staff reserve the right to review files and communications and remove inappropriate files. Students will receive a Character Communication or Minor Discipline Referral if they do not adhere to the technology policy below.

Student responsibilities:

Device Care

- I will use only the device that has been assigned to me and will keep it in good condition by holding, opening, using, closing and storing it with care and attention.
- I will keep my school device free of any adhesive material that will leave any residue or cosmetically damage any part of the device (stickers or tape).
- I will keep food and liquids away from electronics and will only handle them with clean hands.
- I will not use personal electronic devices including wireless earbuds, gaming devices, and cell phones at school without the prior permission of the school director or designee for a specific academic purpose.
- If I have a personal cell phone or other personal mobile device, I will keep it turned off (not merely with the sound turned off) and in my backpack at all times that I am on campus.
- When cellphone lockers are available, students will have to leave their devices at the beginning of the day and pick them up at the end. OCEAA reserves the right to contact family to confirm the student brought or did not bring a cellphone to school.
- I understand that OCEAA staff have the responsibility to confiscate unauthorized electronic devices and that only a parent / guardian can retrieve them from the main office.
- I will receive a Character Communication if I do not adhere to the technology policy.
- I understand that there will be a fee assessed if damages occur to any OCEAA technology device.

Acceptable Uses of School Devices and Accounts

- I will use the school's technology accounts and tools for educational purposes only; I will access only the resources permitted and only when directed.
- I will turn off technology at school or at a school event when directed to do so by OCEAA staff.
- I will not take photographs or make audio or video recordings without the written permission of all persons photographed or recorded and the prior permission of the teacher and the school director.
- I will not install software or download extensions onto school computers.

Digital Citizenship

I understand that I can receive a Character Communication or an Office Discipline Referral (ODR) if I do not adhere to one or more of the following digital citizenship responsibilities. Any student who engages in cyberbullying may be subject to disciplinary action up to and including expulsion.

- When communicating or posting on online platforms, I will treat others with respect and use appropriate words and images.
- I will not read, alter or delete other users' files or contributions to shared academic work.

- I will not reveal personal information about myself or others in any manner including in posts or comments, on my own account, another person’s account nor in an anonymous account.
- I will not photograph, record, share, duplicate, or save the content of any assessment.
- I will not gain or attempt to gain unauthorized access to school technology or someone else's personal technology.
- I will immediately notify my teacher or other OCEAA employee if I find anything inappropriate and provide any evidence available to me.
- I will notify an adult if I become aware of any technology issues or violations.
- I will credit the sources I use and will comply with all copyright regulations and license agreements.
- I promise not to participate in cyberbullying but to prevent it by:
 - Protecting my personal information. Never providing personal information online, whether in instant messages, social media profiles, chat rooms, blogs, or personal websites.
 - Never sharing my passwords with anyone except my parents, that includes friends.
 - Not responding if someone sends a cruel or threatening message.
 - Remembering that, for a bully, a reaction constitutes a victory. Instead, saving the message or printing it and showing it to an adult.
 - Never opening emails sent by someone I don't know or by someone I know to be a bully.
 - Never putting anything online, not even in an email, that I don't want my peers to see.
 - Never sending messages when I am angry, and always asking myself before clicking the "Send" button, how I would feel if I received the message.
 - Helping my peers who are bullied online by refusing to participate and showing bullying messages to an adult.

Any student who participates in the creation of a “burn” or gossip account that harasses, embarrasses, demeans, or endangers the safety of any person on any social media platform will be suspended or expelled in accordance with the gravity of the information posted.

Students who create, post, share, transmit, or participate in the recording of content that disrupts the educational environment, infringes on the rights, safety, or privacy of others, constitutes bullying, harassment, intimidation, or threats, or encourages inappropriate conduct may be subject to disciplinary action, including suspension or recommendation for expulsion, consistent with applicable law and school policy.

Upon checking out an OCEAA device, families acknowledge on the OCEAA Device Borrower Contract that OCEAA cannot be held responsible for the Internet content that is accessed on this device when it is connected to an Internet network other than the on-campus networks managed by OCEAA. OCEAA staff cannot monitor the activity of this device, nor can it provide a security firewall, when the device is connected to a home network or any network off of the OCEAA campus.

Disciplinary Consequences: Suspension, Expulsion and Dismissal

OCEAA administration may, in accordance with the Suspension & Expulsion Policy, suspend or expel a student who has committed any of the enumerated acts included in the Policy.

Review Element 10: Student Suspensions and Expulsions of OCEAA's current Charter petition <https://oceaa.org/board-accountability/charter-petitions/> for these procedures.

Searches

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

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

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

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy

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



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

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

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

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Mike Limón,
Executive Director, OCEAA
825 N. Broadway Street,
Santa Ana, CA 92701
(714) 558-2787 X3020

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose

or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

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

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by OCEAA.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of “Cyber sexual bullying” including, but not limited to:

- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A copy of the completed Policy, which includes OCEAA’s Title IX complaint procedures and bullying complaint procedures, is available on the website: https://oceaa.org/wp-content/uploads/2023/04/2022-23-Title-IX-Harassment-Intimidation-Discrim.-and-Bullying-Policy-OCEAA_-12-12-22.pdf

Consequences for Bullying, including Harassment and Intimidation

<p>Verbal Bullying is saying or writing hurtful things.</p>	<p>Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships.</p>	<p>Physical Bullying involves inflicting harm upon a person's body or damaging their possessions.</p>
<p>Examples include: Teasing Name-calling Inappropriate sexual comments Taunting Threatening to cause harm</p>	<p>Examples include: Leaving someone out of an activity on purpose Influencing others not to be friends with someone Spreading rumors about someone Embarrassing someone in public, including on the Internet or in phone, text, direct messages, or the like</p>	<p>Examples include: Hitting/kicking/pinching Spitting Tripping/pushing Taking or breaking someone's possessions Making cruel or rude hand gestures</p>

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and websites. This type of bullying is becoming more prevalent every day.

Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different?

Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior. Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.

Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.

Retracting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent. OCEAA believes prevention is a critical strategy for protecting all students from bullying. Through class discussions and CREW, students are supported to take a stand against bullying.

Students are expected to immediately report incidents of bullying to any staff member, including the principal. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.

People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. Retaliation against anyone who tells an adult when bullied, or who helps in an investigation, is prohibited and constitutes bullying behavior.

Resources for students and parents can be found at:

1. stopbullying.org
2. <https://oag.ca.gov/cybersafety/children/cyberbullying>
3. <https://www.pacer.org/bullying/>

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. The following consequences ** will be implemented when an ODR for bullying behavior is made by any OCEAA staff member. Staff would also refer to OCEAA’s current Charter to ensure those policies and procedures are followed in conjunction with these: ****Steps may be skipped depending on the severity of the incident.**

1st Referral	2nd Referral	3rd Referral	If persists
Investigation to determine if the behavior is bullying or another problem behavior	Investigation	Investigation	Investigation
Parental notification	Parental conference with administration	Parental conference with administration	Parental conference with administration
Mediation session with students involved	1-3 days in-school suspension (including mediation with students)	Suspension notice	Suspension/expulsion notice
1-3 days in-school intervention	Discipline & Intervention Behavior Plan (including referral to counseling)	2-3 days out-of-school suspension	5-day out-of-school suspension/expulsion recommendation
Perpetrator reads literature on bullying	Perpetrator writes apology letter to victim(s)	Discipline & Intervention Behavior Plan (including referral to counseling)	Perpetrator writes apology letter to victim(s)
Perpetrator writes apology letter to victim(s)	Restitution for any damages	Perpetrator writes apology letter to victim(s)	Restitution for any damages
Restitution for any damages	Review this discipline plan	Restitution for any damages	Review this discipline plan
Review this discipline plan		Review this discipline plan	
		Discuss if OCEAA is a match for family	

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Director or the Executive Director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Academic Dishonesty

Electronic resources can make academic dishonesty easier and more tempting for students. Students are reminded that academic dishonesty includes the following:

A. Cheating

- Copying work from others.
- Communicating exam questions to other students or accepting communication of exam questions from other students.
- Offering another person's work as one's own.
- Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
- Tampering with an examination after it has been corrected, then returning it for more credit.
- Using unauthorized materials, prepared answers, written notes or concealed information during an examination (web-based searches, web-based translations, etc.).
- Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

B. Dishonest Conduct

- Stealing or attempting to steal an examination or answer key from an instructor.
- Changing or attempting to change academic records without proper sanction.
- Allowing another student to copy off of one's own work during a test.

C. Plagiarism*

Plagiarism is intellectual theft. Plagiarism is the use of intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

- To steal or pass off as one's own the ideas or words, images, or other creative works of others.
- To use a creative production without crediting the source.
- Credit must be given for every direct quotation, paraphrasing, or summarizing a work (in whole or in part, in one's own words), and information, which is not common knowledge.

D. Collusion

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct or plagiarism is subject to discipline for academic dishonesty.

Copyrights

Students may not inappropriately reproduce or share a work that is protected by copyright. Students may not quote extensively from any source without proper attribution and permission. Students may not make or share copies of copyrighted software, songs or albums, digital images, movies or other artistic works unless explicitly permitted by fair use provisions of copyright law. Unlawful peer-to-peer network file sharing may be a criminal offense.

Code of Honor/Cheating/Plagiarism

Cheating in any form is a very serious infraction of school rules. Cheating is interpreted as copying or loaning of homework and other assignments, whether in class or out of class, as well as giving, receiving or allowing to be given, the answers to quizzes and tests. Plagiarism is stealing or passing off as one's own the ideas or words, images or other creative works of others or using a creative production without crediting the source. Credit must be given for every direct quotation, paraphrasing, or summarizing a work (in whole or in part, in one's own words), and information, which is not common knowledge.

Determining additional forms of cheating/plagiarism will be the responsibility of OCEAA staff including teachers and administration.

Cheating/Plagiarism is unfair to the students who have worked hard on their assignments, unfair to teachers who have worked hard to help them learn, and most of all it is unfair to the students involved. The objective of a student activity at OCEAA is to learn. The grade only signifies his/her achievement of that learning. An unearned grade only signifies that he/she has learned the worst kind of lesson. Cheating/Plagiarism the first time will result in an automatic "no credit" on an assignment, a new formative assessment, or a new test and testing window for summative assessments. Cheating/Plagiarism the first time will require an on campus meeting with parents. . Cheating or plagiarism on a state assessment will result in an Office Discipline Referral, as will repeated instances of cheating or plagiarism on classroom assignments and assessments.

Arrival and Dismissal

OCEAA prioritizes student and parent safety during drop-off and pick-up and ensures staff presence to facilitate the smooth flow of traffic. OCEAA has certain arrival procedures to make sure our students arrive on campus safely and ready to learn every morning. The following outlines procedures for arrival and dismissal at the Main and Annex campuses and helps everyone be organized and ready to go!

Please make sure you ALWAYS use the crosswalks on Broadway Street to walk to and from the Main Campus and the Annex to support and model safe crossings for students. Please remember that traffic rules and vehicle code rules apply to everyone and are enforceable by the Traffic Division and/ or Police Department of the City of Santa Ana in all areas of the city.

Main Building Arrival and Dismissal

AFTER 8:10 AM STUDENTS MUST ENTER THE MAIN BUILDING VIA THE FRONT ENTRANCE OF THE SCHOOL ON NORTH BROADWAY STREET.

Main Building Traffic Patterns, Parking and Transportation

It is quite busy during morning drop-off and afternoon pick-up in the Valet Zone and Garden Grill areas. To reduce the congestion and make this area safe for our students, drive with caution and do not stop or block the entry or exit on Sycamore or Broadway.

Cell phone use is prohibited in the Valet Zone. Please obey requests by the Safety Monitors and staff - their requests are meant to keep the traffic flow moving efficiently and to keep all students and families safe.

Main Building Valet Zone Expectations

- Follow the directions given by the OCEAA staff/volunteers/Safety Monitors, and do not speed through the Valet Zone.
- Cell phone use is prohibited during the pick-up and drop-off procedures as it detracts from your focus and can place our students in danger.
- Use appropriate crosswalks for safety.
- Avoid traffic accidents and citations by not making illegal U-turns on Sycamore Street.
- Do not obstruct the parking structure entrance adjacent to OCEAA and drop-off your child only in the Valet Zone.
- Do not park on Sycamore between the hours of 7:00 AM - 8:00 AM and 2:00 PM - 4:00 PM to avoid receiving a ticket.
- Do not enter the parking lot adjacent to OCEAA. Parking in this lot is prohibited without an OCSA pass. Doing so places you at risk for a ticket and OCEAA is not responsible.
- Remind your child that during dismissal time they should pay attention and listen for their name to be called.
- If requested, please circulate your car through the Valet Zone if your student has not arrived promptly. If your student is still not present after your second attempt, ask an OCEAA staff member for assistance.
- Have your Dashboard Valet Card clearly visible from the driver's side front window, with the names, teachers, and grade levels of the students you are picking up ready to give to the Valet personnel

- along with the name of the teacher and grade level. Valet line cards are critical for OCEAA staff to efficiently move cars through the valet line. These are a requirement for everyone in the valet line year-round. You will be asked to park and walk or go to the end of the line if you do not have a valet card
- Be courteous and respectful with Valet personnel at all times.
- To maintain traffic safety, we need to keep traffic moving and checking identifications of persons picking up students in 1st-8th grades is not possible. If there is a restraining or custody order prohibiting certain individuals from picking up the student, the student must be picked up in the office. Parents using the Valet line agree to these limitations.

Parking Note

Please be mindful that the parking spaces OCEAA can offer its volunteers and visitors are limited. The parking lots adjacent to OCEAA are 'permit only' for the Orange County School of the Arts (OCSA), and not OCEAA. Parking there places you at risk for a fine and you are responsible for payment. You may park in one of the three spaces marked "OCEAA Visitor" if available in the lot adjacent to OCEAA. Some parking spaces available to OCEAA families are:

- Parking meters along Sycamore (not between the hours of 7:00 AM - 8:00 AM and 2:00 PM - 4:00 PM).
- The parking structure next to OCEAA is available for paid parking. Rates vary according to parking locations.
- Please check with the front office for any other parking spaces that may be available.
- The Annex also has limited spots available

Walkers

Students in 1st, 2nd and 3rd grade may only walk home if they have an older sibling to accompany them. Students must have written permission on file with the front office to walk home. Examine a local map to determine the safest route to OCEAA from your home.

Accompany your child to school as they learn the safest route from home to school. Please encourage your child to take the same route each day, so that they become familiar with the route. Remind your child never to talk to strangers and to cross streets only in designated crosswalks. OCEAA will supervise the dismissal area and make sure students do not loiter; OCEAA is not responsible for students once they walk home.

Students who exit with a 'permission to walk home' pass are expected to leave campus and walk home. Any "walker" who is observed waiting for a parent pick-up will result in the student being returned to the office for administrative contact of parent/guardian to correct the problem.

Having a student walk from their home to school and back at the end of the day, is an agreement that carries the responsibility of attending school on time each day. Students that are observed continuously being absent, tardy, or truant are subject to have this privilege revoked by the Student Attendance Review Board (SARB) and may be required to be accompanied by a parent to ensure the student is maintaining their attendance.

Bicycles and Scooters

Students riding bicycles and scooters to and from school can park and lock them in the bike rack near the Sycamore entrance. Helmets are required by law for all students on bicycles. Bicycle and scooter riding is prohibited on the campus, sidewalks, parking lots and valet traffic zones.

Skateboards

Students riding skateboards to and from school must leave their skateboards with the playground supervisors/ PE teachers for storage in the playground shed. Due to the safety of students and pedestrians, skateboarding is prohibited on the campus, playground, indoor hallways, sidewalks, parking lots and valet traffic zones of the school. California Law requires skateboarders who are under 18 years old to wear a helmet while skateboarding.

Main Building Dismissal

OCEAA has three separate dismissal zones to help our students arrive at their afterschool destinations safely. Our utmost concern is the safety of our students and making sure the school is secure at all times.

The following details the separate dismissal zones and the way each student needs to know how they will be dismissed daily.

The 3 Ways Your Child Can Leave the Main Building at Dismissal:

Students Walking Home	Students Picked up in the Traffic Valet Zone	Students picked up from Garden Grill
<ul style="list-style-type: none"> ● Students must have permission to walk home on file with the registrar/front office. ● Those with permission will receive a sticker showing that they have permission to walk home. ● Walkers exit OCEAA through the Zen Zone gate and show their sticker to the monitor at the gate. ● Students are to walk directly home after leaving the Zen Zone gate. ● Students may not loiter to wait for a parent pick-up when exiting with a permission to walk home sticker; loitering will result in the student being brought to the main office for administrative action. 	<ul style="list-style-type: none"> ● Students in grades 1-5 will wait in the Garden Grill with their class lines. ● Students in grades 6-8 will be escorted to wait alongside the Sycamore Street sidewalk wall. ● Parents/guardians will stay in their cars in the 'Traffic Valet Zone' line and have their Dashboard Valet Cards ready to be viewed, enabling school personnel to call for the student. ● Students in the Garden Grill will listen for their name to be called and walk to the Sycamore door exit. ● Safety Monitors will assist students with entering cars carefully. ● Students will put on seat belts. 	<ul style="list-style-type: none"> ● Students will wait in the Garden Grill with their class lines. ● Parents/guardians will wait at the back door for announcement of class arrival to the Garden Grill. ● Parents/guardians will pick up their children and exit school property immediately. ● Parents/guardians wanting to briefly speak with their children's' teacher will be permitted to wait in the waiting area by the kitchen window until dismissal supervision is over.

Any student leaving the school grounds before dismissal must be signed out by the parent or adult authorized in their emergency contacts in PowerSchool.

Parents wanting to speak with a teacher when picking up their student will be permitted to enter the Garden Grill and wait in the waiting area. Teachers will be able to meet briefly with parents after they are finished with their dismissal duty responsibilities. If a longer meeting is required please make an appointment with the teacher for another time.

Annex Arrival and Dismissal

Please make sure you ALWAYS use the crosswalks on Broadway Street to walk from the Main Campus to the Annex. SAPD may fine traffic/ pedestrian safety violations and OCEAA is not responsible for payment in those cases.

To avoid receiving tickets and creating traffic jams during peak times, please...

- Don't park at the Annex during the following times for any reason:
- Arrival - 7:30 AM -8:20 AM daily
- Kinder Dismissal - 2:00pm-2:30pm M/Tu/Th/Fr; 1:00 PM-1:30 PM Wednesdays
- Don't park in the adjacent lots; we are not responsible for tickets or if your vehicle is towed.
- Do feel free to park in the lot on a first come, first served basis after 2:30 PM. Additional parking is available on the metered sections of Birch St. and Washington St.

To help us maintain general safety, please...

- Don't block the entrance or exit of our parking lot at any time.
- Don't make a line to enter our lot. Birch street only has parking on the opposite side of the street from us.
- Don't make left turns coming into or leaving the lot from Birch St. To enter the lot, turn right onto Birch St. from Civic Center and to leave the lot turn right onto Birch St. to 10th St. Police continue to ticket cars making a left turn into and out of the lot.
- Have your Dashboard Valet Card clearly visible from the driver's side front window, with the names, teachers, and grade levels of the students you are picking up ready to give to the Valet personnel along with the name of the teacher and grade level. Valet line cards are critical for OCEAA staff to efficiently move cars through the valet line. These are a requirement for everyone in the valet line year-round to ensure safety in the pick-up of all children. You will be asked to park and walk or go to the end of the line if you do not have a valet card.
- Do wait for a staff member to open the vehicle's door and escort the student from your vehicle.
- Do make sure to buckle your child on the RIGHT side of the vehicle (behind the passenger). It is important that we do not cross in front or behind vehicles.
- Do be patient; we will do our best to make sure you are in and out as quickly as possible.
- Do make sure to use the crosswalk on 10th Street or Civic Center Drive if you are coming from the main building.
- Don't exit your vehicle. A staff member will escort your child out of the car.
- Please have your child's backpack and lunch with them.
- Identification will be checked for TK and Kindergarten students being picked up in the valet line. Please allow additional time and patience for us to ensure the safety of our youngest students, especially during the first weeks of school as we get to know our parents.
- Be aware that identification may be asked for at any time during the school year so please always carry your ID with you when picking up your child.
- Transitional Kindergarten and Kindergarten students must be accompanied by a parent or an adult on the emergency contact list to walk or bicycle home.



Change of Address/Telephone Number and Notification of Student Pick-ups

Parents are legally required to advise the school immediately via receptionist@oceaa.org or 714-558-2787 of any contact information changes e.g. telephone numbers, addresses and emergency contact information. Additionally, if parents are called to pick up their children from school (illness, soiled clothes, behavior, etc.) the parent is expected to arrive within thirty (30) minutes or make arrangements for another person on the emergency contact list to pick up the child. We will attempt to reach parents and, if necessary, emergency contacts listed on the Emergency Contact Information with the numbers provided to OCEAA.

Release of Students/Student Pick-Up Procedures

Every student must have complete and up-to-date Emergency Contact Information on file in the school Office. Students may only leave campus during school hours with an adult whose name is listed in the emergency contact information. The adult must appear in person and his/her identity must be verifiable.

Restraining Order or Legal Prohibitions

Any student who has a restraining order or legal prohibitions of who can pick up the student from school must be signed out at the front desk and may not be picked up in the valet line. A copy of the court order must be provided prior to start of each school year or when issued.

Final Departure Times from Dismissal

Students not attending After School Programs should depart OCEAA by 3:25 PM at the latest on Mondays, Tuesdays, Thursdays and Fridays or 1:55 PM on Wednesdays. Kindergarteners not attending After School Programs should depart by 2:20 PM on Mondays, Tuesdays, Thursdays and Fridays or 1:20 PM on Wednesdays. Transitional Kindergarteners not attending After School Programs should depart each day by 12:30 PM. Students that do not depart at the conclusion of dismissal will be promptly sent to the front office where pick-up reminder phone calls will be made to parents and emergency contacts.

Late Pick-Ups after Dismissal

When students are picked up late, it greatly affects our school staff's ability to perform their responsibilities. If you know that you will not be picking up your child on time, please call ahead so we may attend to the safe direction of your son or daughter. However, a persistent pattern for students not picked-up after 20 minutes from the conclusion of dismissal is grounds for placing a call to Child Protective Services (CPS) when attempts to find solutions with the family are unsuccessful.

Safety Before and After School

For the safety of students, parents/guardians are not to drop students off, nor are students to arrive at school prior to scheduled arrival time. Students arriving later than 8:20am must be accompanied by the adult dropping them off for check-in at the front desk and to provide the required signature of the Tardy Slip. Similarly, parents/guardians are to arrange to have their student leave or be picked up right after school, unless the student is involved in KEDS, a regular school activity, meeting, or community program

or is staying at the request of school personnel. Students with walker passes may not loiter and must vacate the school premises upon their scheduled dismissal time. For safety reasons and to maintain the flow of the dismissal schedule and valet lines, once students are dismissed at the end of the day and have been walked to their dismissal area, they may not return to classrooms or continuously be returning for forgotten items.

Students that are not picked-up from their normal dismissal location will be sent to the front office upon conclusion of dismissal. A call could be placed to Child Protective Services if a pattern persists for students not picked up 20 minutes after the conclusion of dismissal. This would be after several attempts to find solutions to support families specific to this challenge.

Parent/School Engagement

Communication

Excellent communication with families is of paramount importance to us. Regular school- parent communication occurs in a variety of ways:

- **OCEAA School Bulletin** - The bulletin informs parents and the community of OCEAA activities for the upcoming week. The bulletin is sent via ParentSquare to the two legal guardians of all families based on the text/email addresses provided during enrollment. Please make sure your information is kept up to date with our receptionist.
- **ParentSquare & Staff Phone Calls** - For the safety of school children and to notify parents, daily absence calls are made to all parent/guardian numbers listed for the student when a student is absent from school without parent notification. Phone calls are also occasionally made to home numbers regarding important event reminders and announcements. You may check your Parent Square posts via the Parent Square app or website [ParentSquare](#).
- Parent Square messages are sent via text, email, and voice. You can access the messages via the Parent Square app on your phone or via your computer/tablet. You may set your messages to be sent in real time or in a daily digest at the end of the day via your ParentSquare App.
- **Coffee Chats** – Parents are encouraged to participate and share news with school administration through our Coffee Chats which are announced in the OCEAA School Bulletin. These have been developed as a means to open communication in a relaxed, community style where members of the Administration are in attendance.
- **OCEAA Website** - Visit OCEAA's website regularly for ongoing community communications. OCEAA's website holds school Board meeting dates, agendas, minutes; parent resources, such as the Academic Calendar, lunch menus and weekly bulletins and many other resources. Visit www.OCEAA.org to learn more.

Parent Conferences

Parents will be able to access the conference schedule at least two weeks prior to the conference dates. Additional parent conferences may be offered throughout the year to address student achievement and/or concerns upon parent request.

- Student-Led Conferences: Held twice per year during non-student days, these conferences are student-led demonstrations of progress towards key standards in language, math, and writing.
- Students in TK - 1st grade will have a student-teacher led conference with families for one of the two student led conferences
- OCEAA will be restructuring the first student conference of each school year to provide families with more opportunities to meet and engage with teachers
- Student Success Team (SST) Meetings: Parents of students receiving literacy, math, or behavior, or social-emotional interventions will be contacted by a CoST designee to schedule additional conferences to discuss intervention services and progress.
- Informal Conferences: Parents are encouraged to actively participate in their child's education. If you wish to discuss your child's progress, you are welcome to contact his/her teacher at any time. Informal parent-teacher conferences regularly take place at OCEAA to discuss student academic and social-emotional progress. Your child's teacher will work with you to arrange an appropriate time and place to meet.

Parent Training/ Support

OCEAA's administration and staff will support parent involvement by providing tutorials and workshop opportunities to help parents develop skills to use at home that support their children's academic efforts and social-emotional development. Meetings will also provide an explanation of academic and social emotional learning components. OCEAA's special education department conducts several special education team/parent collaboration meetings throughout the school year. Additionally, parent groups, such as Families Supporting OCEAA (FSO), School Coordinating Council (SCC) and English Learner Advisory Committee (ELAC), will coordinate parent training based on parent interest.

Parent and Family Engagement Policy

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

OCEAA staff seek to involve parents in an effective home-school partnership in order to provide the best possible education for our students and distributes annually to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff,

and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards.

OCEAA recognizes parents as essential partners and expects all parents to participate in the educational process for their children. As necessary, accommodations for parents with special needs will be taken into consideration. This includes parents who may have disabilities, may be limited English speakers, or may have limited access to school functions due to their employment/work schedules.

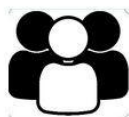
ACHIEVEMENT GOALS

OCEAA strives to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet program goals in three dimensions:



MASTERY OF KNOWLEDGE & SKILLS

OCEAA graduates achieve academic excellence in Spanish and English.



CHARACTER

OCEAA graduates become effective learners, ethical people, and culturally competent leaders who contribute to a better world.



HIGH QUALITY STUDENT WORK

OCEAA graduates create complex, authentic work that demonstrates a high level of craftsmanship.

SHARED TEACHER, STUDENT AND PARENT RESPONSIBILITIES

Teacher Responsibilities

- Being ready for instruction at 8:10 am daily
- Clearly communicating class schedules, routines, norms and expectations for all interactions and collaboration, both online and in- person
- Fostering a sense of community and connectedness through student Crew
- Developing appropriate learning activities and assignments for students with consideration of their unique needs in a distance, hybrid, or on-site learning environment
- Providing timely feedback to student work in Seesaw, Google apps or other related submission platform
- Being responsive to parent and student questions or concerns
- Keeping parents informed about progress through ParentSquare, Seesaw, PowerSchool, virtual conferences, emails and/or calls home.
- Protecting the safety, interests, and rights of all individuals in the classroom
- Consistently implementing schoolwide discipline policies, procedures, and behavior expectations
- Addressing student misconduct promptly, respectfully, and in alignment with school expectations

- Documenting behavioral incidents and interventions in a timely manner according to school procedures
- Communicating significant behavioral concerns and patterns with administration and families
- Utilizing restorative practices, de-escalation strategies, and proactive classroom management techniques
- Supervising students actively during all instructional and non-instructional times
- Collaborating with support staff, administration, and families to develop and implement behavior supports for students
- Modeling respectful communication, professionalism, and appropriate conflict resolution at all times

Student Responsibilities (level of parent support varies by age)

- Setting up a workspace with table, chair and materials needed for learning, charging your device overnight when device is taken home
- Arriving at school classes on time ready to learn
- Demonstrating good Digital Citizenship and Habits of Character while collaborating and interacting online and at school
- Knowing where and how to get assignments on Seesaw, Google apps or other platforms
- Carefully completing the work assigned by your teachers, participating in lessons, and making the best use of extra help opportunities
- Communicating with teachers in person, by email or Seesaw when you have questions about an assignment
- Respecting the safety, interests, and rights of all individuals in the classroom
- Following schoolwide behavior expectations, classroom norms, and directions from staff
- Using respectful language and appropriate behavior toward peers and adults at all times
- Resolving conflicts peacefully and seeking adult support when needed
- Taking responsibility for personal actions and participating in restorative conversations or interventions when appropriate
- Keeping hands, feet, objects, and technology to oneself unless otherwise directed
- Refraining from bullying, harassment, threats, inappropriate physical contact, or disruptive behavior
- Using school technology, devices, and online platforms responsibly and appropriately
- Reporting safety concerns, harmful behavior, or misconduct to a trusted adult
- Contributing to a positive, safe, and inclusive learning environment for all students and staff

Parent Responsibilities

- Establishing a daily routine that supports attending on-site instruction on time and completing independent work
- Contacting the teacher or attendance office if your student will be absent or is unable to participate in any of the day's learning activities
- Helping set up an organized work space at home with needed materials for homework

- Providing login assistance or supervision during homework appropriate to the student's age
- Setting up Seesaw and PowerSchool accounts to stay informed about class information and assignments
- Setting up ParentSquare account to receive schoolwide information
- Helping your child preview and plan for the week's activities and work
- Checking-in with your child regarding their work and engaging them in a discussion of their work
- Contacting your child's teacher when you have questions, concerns, or support needs
- Respecting the safety, interests, and rights of all individuals in the school community
- Reviewing and reinforcing schoolwide behavior expectations and discipline policies with your child
- Supporting the school's efforts to maintain a safe, respectful, and positive learning environment
- Encouraging respectful communication, appropriate behavior, and peaceful conflict resolution
- Partnering with teachers, counselors, and administrators to address behavioral concerns and develop solutions
- Ensuring students use technology, social media, and communication platforms responsibly and appropriately
- Promptly addressing concerns related to bullying, harassment, threats, or unsafe behavior by communicating with the school
- Supporting restorative practices, interventions, and consequences assigned in response to student misconduct
- Refraining from encouraging or participating in behavior that disrupts the learning environment or undermines school safety
- Modeling respectful interactions with students, staff, and other families at all times

Visitors and Volunteers

AFTER 8:10 AM PARENTS AND VISITORS MUST USE THE FRONT ENTRANCES OF THE MAIN AND ANNEX BUILDINGS

Visitor Policy

It is required that all visitors and volunteers must sign-in at the front desk and receive a "Visitor Badge" as identification prior to entering the school grounds, including the annex patio. They must also sign-out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. This signing in process also helps us track the number of hours families have volunteered.

Parents may not go to classrooms at any time without signing in at the front desk and having the receptionist confirm a scheduled teacher appointment or the teacher's availability. This is to ensure that teachers have the time they need to prepare for instruction, meet with students, provide tutoring, attend training, and other duties as needed to be ready to welcome students and provide high quality work.

No student is allowed to bring visitors to school without the prior permission of the School Director or a designee. This includes parents/guardians who wish to eat lunch with their child. The School Director and/or designee reserves the right to exclude any visitor from campus if the visitor's presence interrupts school business and/or student learning. Anyone wishing to observe in the classroom must make prior arrangements with the School Director.

All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. OCEAA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. OCEAA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by OCEAA, consistent with the law. The OCEAA Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration- enforcement purposes, as recommended by the Attorney General.

Parent Volunteers & Engagement

Research has shown that when parents are involved in their child's education, they do better in school. And when parents are involved in school activities, children are more apt to succeed, and overall school performance increases. Students also are more likely to become life-long learners.

OCEAA was founded on the principle that teachers and parents together can make a positive impact in the lives of our families and our community. While volunteerism is not mandatory, families are encouraged to volunteer at least three (3) hours per academic trimester per child.

Such activities may include copying, making instructional materials, filing, chaperoning, teaching/demonstrating or assisting however there is a need. Such service may take place during the school day, evenings or even on the weekend.

OCEAA does not require volunteer hours and we do not track individual family hours for purposes of enrollment or other benefits. A logbook is maintained in the front office solely to document overall volunteer hours for grant applications, insurance purposes and statistical data. If a parent would like us to keep track of their hours for community services, immigration or other legal purposes, they must speak to a member of the Administration to make prior arrangements. We thank our families for their support because together we can make a difference!

OCEAA recognizes that parent participation is essential to building a strong school. Parents are encouraged to involve themselves in school committees. These committees meet to plan for student activities, and academic programs, to discuss parent and staff concerns, to approve categorical budgets and to enhance parent understanding and skills. Without parent participation, our many extra programs and activities could not exist, and our students would not be nearly so successful. Notices about meetings and activities listed below will be sent home regularly in both English and Spanish. Meeting dates and times will be announced in the OCEAA School Bulletin and may occur in-person or virtually. To learn more about these committees or groups visit: <https://OCEAA.org/board-accountability/>.

- **Parent Advisory Committee (PAC)** — The Parent Advisory Committee provides parents and guardians an opportunity to share feedback and recommendations regarding school programs, student achievement, family engagement, and school priorities. The committee meets one to two times per year to review school initiatives, provide input on OCEAA's Local Control and Accountability Plan (LCAP), and support ongoing collaboration between families and school leadership.
- **English Learner Advisory Council (ELAC)** – ELAC meetings provide opportunities for families of English Learners to build community amongst themselves, learn about the English Language Proficiency Assessments for California (ELPAC) and OCEAA's Local Control and Accountability Plan (LCAP), Dual Language English Learner Master Plan, reclassification criteria, and the importance of daily attendance. ELAC also advises the Principal and staff in planning the program to serve English Learners, and assists in the development of the schoolwide Needs Assessment Survey.
- **Families Supporting OCEAA (FSO)** – A parent-led organization that fundraises to support teachers, plan community events, and help fund memorable student field trips.
 - Fundraising, especially towards technology, enrichment tools, field studies, playground, and other items (field studies when those are permitted again by health guidelines) for all students.
 - Helping OCEAA families in need with our time, talents, and funds.
 - Encouraging family involvement by all families with the recommended volunteer hours (3 hours per trimester, 9 annually, per child). No family will be required to volunteer, and no student will be treated differently based on whether or not their parents volunteer.
 - Disseminating information in a positive and responsible way.
 - Community building between school and families.

Volunteering/Community Service by Minors & Former Students

OCEAA partners with the Orange County School of the Arts (OCSA) to place volunteers under age 18 in classrooms with cooperating teachers.

Former students who wish to volunteer or complete community service hours at OCEAA must make prior arrangements at least 24 hours in advance with the School Director or a designee who will alert the receptionist to the students' arrival. Students must sign in at the front office and wear a visitor badge; if under 18 years of age, the front office staff must confirm parent permission to be at OCEAA. Students who show up to volunteer without making arrangements with staff ahead of time will be turned away. **No volunteers will be allowed in the building during state testing.**

Standards of Conduct for On Campus Visitors and Volunteers

- Parents and guardians are expected to act in conformity with the policies as defined in this Handbook.
- Parents and guardians shall treat all OCEAA employees with whom they interact with care and respect. Parents and guardians shall act professionally and use language appropriate for a school setting.
- Parents and guardians must identify the purpose for their visit to campus upon sign in at the administrative office. Consent to enter campus is limited to the purpose identified by the parent or guardian. Once the purpose of the visit is complete the parent or guardian must leave campus in a timely fashion.
- Parents and guardians must schedule an appointment to meet with a teacher or an administrator. Parents and guardians will not be permitted to meet with a teacher or an administrator without an appointment unless exigent circumstances exist as determined by the teacher or administrator with whom the parent or guardian desires to meet.
- Parents and guardians acknowledge that their presence on campus may disrupt the learning environment. Accordingly, parents and guardians agree, to the extent reasonable, to limit their interactions to only those individuals related to the purpose the parent or guardian is visiting on campus.
- Parents and guardians shall not confront or otherwise negatively engage any students on or off campus.
- Parents and guardians shall not enter a classroom without the consent of the classroom teacher.
- Parents and guardians are expected to not engage in the systemic spread of malicious or slanderous information about another parent, student, or staff member of OCEAA. If this occurs, said person(s) will be subject to an investigation related to any such activities, and any corrective action deemed necessary by OCEAA's administration/ board.
- Any correspondence generated by a parent, student or staff that purports behavior exhibited by another parent, student, or staff member of OCEAA must be submitted to the OCEAA Executive Director or designee following normal protocols for doing so, before circulating any such materials to any other parent. The Executive Director or designee will determine if any such correspondence is

acceptable and appropriate for further circulation. And any correspondence that is deemed acceptable and appropriate, will be shared openly with all parents of the school, through normal channels of communication. Any violation of this directive is subject to the strictest scrutiny and corrective action, as deemed applicable by the Executive Director or designee.

- Parents and guardians shall immediately leave campus upon request of an OCEAA teacher or administrator.

If a visitor or volunteer fails to adhere to these standards of conduct or otherwise inappropriately conducts himself or herself, OCEAA shall provide a written warning to the parent or guardian describing the unacceptable behavior.

If the parent or guardian engages in disruptive, disrespectful, or other unacceptable behavior after the written warning is provided, an OCEAA administrator must meet with the visitor or volunteer in person regarding the unacceptable behavior. If the visitor or volunteer refuses to schedule a meeting with the OCEAA administrator, OCEAA shall write to the last known address of the visitor or volunteer setting a date and time for the conference that is at least seven (7) calendar days after the correspondence is mailed.

If a third incident of disruptive, disrespectful or other unacceptable behavior by the parent or guardian occurs after the conference or if the parent or guardian refuses to participate in the conference with an OCEAA administrator, OCEAA may refer the visitor or volunteer to OCEAA's Board of Directors.

Student Health & Safety

Administration of Medication

Medication at school requires written authorization. Forms are available from the school or OCEAA website. Medication authorization forms must be signed by an authorized healthcare provider and parent. The medication must be in a pharmacy labeled container in order for the medication to be given at school. This also includes over-the-counter medications. Students may not carry or self-administer medication unless it is an Epi-Pen or asthma medication and signed authorization from a healthcare provider and parent are given. All Parents must sign an authorization form for all other prescription or over the counter products to be administered by OCEAA personnel. This form must be updated as needed when medication, dosage, or other healthcare provider instructions change. Parents/guardians may administer prescription or over-the-counter medication to their child at school with prior written approval. Such requests are reviewed on a case-by-case basis, and families are not encouraged to schedule medication administration outside of school hours whenever possible to minimize disruptions.

Accidents

If your child is seriously injured at school, we will call you immediately. If you cannot be reached, we will contact the emergency number listed on your child's Emergency Card. In case of an accident requiring medical attention, we will call paramedics and will make every attempt to contact parents/guardians. For this reason it is imperative that you inform the office immediately if there is a change in address or telephone numbers.

Suspected Concussions

If a student is suspected of sustaining a concussion or head injury on school grounds, he/she shall be immediately removed from the activity and accompanied for evaluation by the Health Office. If student is unable to move, the Health Office will be immediately summoned to make an evaluation at the site of the incident. The Health Office or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student. An official incident report must be filed with school administration by the Health Office or staff witnessing the incident.

While efforts will be made to include parents in the decision to call 911, the Health Office must immediately take action and call 911 in cases where there is severe head or face bleeding/ trauma, the student exhibits a high-level of confusion, fatigue, becomes unconscious, or stops breathing. A school representative will travel with the student to the emergency room in the ambulance and stay in the emergency room until a guardian arrives to ensure the student isn't left alone.

The student shall not be permitted to return to normal school activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to normal school activities. Parents may request school insurance information for cases where injuries result in out of pocket costs. Any insurance claims would be submitted directly to the insurance carrier along with supporting documentation requested.

Illness

To **prevent spread of illness**, please keep your student home for 24 hours if he/she has been vomiting, had diarrhea or had a temperature over 100°F the night before or in the morning before school. Students must be fever-free, without medication, for 24 hours before returning to school. Please inform the school health clerk when your student has a contagious illness. OCEAA has a health clerk who is trained in first aid procedures but is not qualified to diagnose or treat health problems. For this reason, sick children must be picked up at school and parents must determine the correct course of action.

Oral Health Assessment

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

Physical Examinations and Right to Refuse

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

Immunizations

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

These required immunizations include:

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

Mental Health Services

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

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact the OCEAA counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can be reached through iluna@OCEAA.org or (714) 361-1852. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to

changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the school psychologist at (714) 619-2970.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact healthoffice@OCEAA.org or (714) 361-1855.
 - **Available in the Community:**
- <http://www.didihirsch.org/orange-county-services> (877) 7-CRISIS or (877) 727-4747
- <https://suicidepreventionlifeline.org>
- <https://twitter.com/800273TALK> (1-800-273-8255)
- The OC Links Information and Referral Line - (855) OC-LINKS (TDD Number: 714-834-2332), or click [OC Links Chat](#) provides telephone and online support for anyone seeking information or linkage to any of the Health Care Agency's Behavioral Health Services. These services include children and adult mental health, alcohol and drug inpatient and outpatient, crisis programs, and prevention and early intervention services. Callers can be potential participants, family members, friends or anyone seeking out resources, or providers seeking information about Behavioral Health programs and services. Trained Navigators provide information, referral, and linkage directly to programs that meet the needs of callers.
 - **Available Nationally:**
 - 988 Suicide and Crisis Lifeline is available via text, phone or <https://988lifeline.org/chat> - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours a day
 - The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488- 7386 or visit <https://www.thetrevorproject.org/>.**
 - Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Diabetes

OCEAA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

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

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

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl. The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose.

Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

Safe Storage of Firearms

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

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

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

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

Cancer Prevention Act

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

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

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

Child Abuse Reporting

OCEAA is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, OCEAA child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility.

Every child care custodian of OCEAA must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect. The School Director or designee does not need to inform the child's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect if this will be counter to the health, safety, or welfare of the child. The child may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview (Penal Code § 11174.3).

When a social worker or police officer takes a suspected child abuse victim into custody, the School Director or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Emergency Contact Information and Medical Care

All students must have emergency information completed by the parent or guardian at the beginning of each school year. This information delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information. **It is the parent/guardian's legal responsibility to ensure that the emergency information is up to date at all times.** Information may be updated at any time in the office.

School Safety Plan and Asbestos Management Plan

OCEAA has emergency preparedness procedures and every office/classroom has a current copy. It is the administration's responsibility to schedule emergency drills throughout the year. The OCEAA safety plan may be viewed at the [OCEAA website](#).

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: [N/A inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities that are planned or in progress for the school year OR indicate that no such activities are planned or in progress for the current school year]

Anti-Tobacco/Alcohol Policy

OCEAA is a tobacco/alcohol-free zone. Under OCEAA's policy, possession of tobacco, vaping paraphernalia and/or alcoholic beverages is prohibited in all school buildings, outside on school property, and all school sponsored events. Parents and visitors are asked to support the school's effort to maintain a "Smoke/Alcohol Free Zone." Please refrain from smoking, vaping or possessing alcoholic beverages on any school campus or at any school event or activity.

Pregnant and Parenting Students

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

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



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

Mike Limon, Executive Director
OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

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

Human Trafficking Prevention

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

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

Suicide Prevention

The Board of Directors of Orange County Educational Arts Academy (“OCEAA” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with OCEAA and community stakeholders, OCEAA school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to

ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the OCEAA's strategies for suicide prevention and intervention. OCEAA shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. OCEAA shall appoint an individual (or team) to serve as the suicide prevention point of contact for OCEAA. The suicide prevention point of contact for OCEAA and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. this policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, OCEAA created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle school students. The SPCT includes the following individuals:

1. School Counselor
2. Culture and Climate Coordinator
3. School Director

To ensure the SPCT reflects the student body's perspective, OCEAA has designated the following volunteer student representatives to provide consultative insights:

1. Student Leadership Team Representative's

OCEAA designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT: **Primary Liaison: School Counselor**

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.



A copy of OCEAA's complete Suicide Prevention Policy is available for review on the school website.

Professional Boundaries: Adult Interactions With Students

This policy applies to all School employees, volunteers, contractors, parents and governing Board members (collectively referred to as "adults" herein). This policy does not apply to student board members under Education Code 47604.2, or otherwise.

At OCEAA, all of us show up every day to make a difference and do it in the most incredible ways possible. The satisfaction in doing what we do is immeasurable and, with the daily rewards of being able to work with the most amazing students, it is also humbling as we realize the great responsibility we have been given.

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is also available at OCEAA's website at [link](#).

Positive Adult-Student Relations

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

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

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

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

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

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

Our students always come first. We must always keep at the forefront our commitment to ensuring each one of our students is respected in all ways every day. Following are some important actions to keep in mind as we do what we do to support our students.

- Stay positive. Respectful communication goes a long way.
- Personal space is just that. Student interactions are much more effective with built-in reasonable personal space.
- Sometimes students may cross personal boundaries. If so, we need to step in, stop it and correct it.
- In partnership with parents, informing them when a significant issue develops with their child strengthens the foundation of that partnership and the success of their child.
- The Administration is always available to help if a conflict arises with a student. Pulling in assistance from the Administration can provide additional perspective and creative problem solving.
- Bullying is not welcome in our part of our world. Unfortunately, it can take many forms, so we must be mindful, alert interventionists.
- We are all role models. Our students see us. Let them see admirable behavior that walks the talk and stands up when others do not.
- Our students are individual, creative, and thirsting for self-discovery. Gender identification and expression is personal and deserves our utmost respect.
- Needing to spend some after-school time with students is always going to come up. Keep it simple and easy.
- We are entrusted with the learning, development, and growth of some very incredible young people. This great responsibility calls on us to protect the confidentiality of all student matters.

Unacceptable Adult-Student Relations

As important as it is that we focus on appropriate interactions with students, we must be mindful of what is unacceptable and for which OCEAA has zero tolerance. The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at the school with the door closed
- Allowing students in your home without signed parent permission for a preplanned and pre-communicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of any student
- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about school activities and not in accordance with applicable school policies or in violation of the school's Social Media Policy
- Being "friends" with a current student on any personal or non-school social media website
- Communicating with students or parents/guardians in violation of the school's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on school social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues
- Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Duty to Report Suspected Misconduct

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

CORPORAL PUNISHMENT

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

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

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

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

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

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

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

When any employee, parent, or student becomes aware of an adult having crossed the boundaries specified in this policy, they must promptly report the suspicion to the Business Office or an Administrator. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the school. Adults must also report to the Administration any awareness of, or concern about, student behavior that crosses boundaries or any situation in which a student appears to be at risk for sexual abuse.

The Administration will promptly investigate any allegation of a violation of the adult Interactions with Students Policy, using such support staff or outside assistance as they deem necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Administration shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Adult Interactions with Students Policy, but not a violation of California Penal Code section 11166, the Administration shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible. Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

Animals on Campus / Pet Policy

To support student safety, health, and an orderly school environment, animals are generally not permitted on campus during school hours, including during student drop-off and pick-up times. The following guidelines apply to all visitors, parents, guardians, and guests:

- Pets and non-service animals are not permitted on school grounds, including playgrounds, parking lots, walkways, offices, and other school property.
- This restriction includes, but is not limited to, dogs, cats, birds, reptiles, and other companion animals, regardless of size or whether they are leashed or carried.
- Exceptions may be made for:
 - Service animals as defined by applicable law;
 - Animals specifically authorized by the school for instructional or educational purposes; or
 - Law enforcement or emergency response animals.

For the safety of students and staff, visitors bringing an animal onto campus may be asked whether the animal is a service animal.

Consistent with the [U.S. Department of Justice](#) and the California Department of Justice, school staff may ask only the following two questions when it is not obvious that the animal is a service animal:

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

School staff will not:

- Request documentation, certification, or proof of training for a service animal;
- Ask about the nature of a person's disability; or
- Require the animal to demonstrate the trained task.

Animals identified as pets or emotional support/comfort animals that do not meet the legal definition of a service animal may not remain on campus unless specifically authorized by school administration. Service animals must remain under the control of the handler at all times through leash, harness, tether, or effective voice/control commands, and must not disrupt school operations or pose a safety risk to students or staff.

The school reserves the right to require removal of any animal that:

- Is aggressive or uncontrolled;
- Causes a disruption to the educational environment;
- Is not housebroken; or
- Otherwise presents a health or safety concern.

Families are encouraged to make arrangements for pets prior to arriving on campus for student pick-up or school events.

Resources: [Service Animals & Assistance Animals - U.S. Department of Justice](#)
[Service Animals - CA Department of Justice](#)

Student Services and Activities

KEDS - After School Program

The KEDS (Kids Expanded Day School) program offers instruction and adds to the cultural and intellectual wealth of our students and is open to all students attending OCEAA. The focus of the KEDS program is to provide time for homework, physical recreation, enrichment, and character guidance. The program hours are from school dismissal until 6:00 PM.

The various programs provide students with resources to augment classroom instruction and enrichment. The students' daily routines include homework assistance, indoor and outdoor activities such as sports, recreation, computers, arts and crafts, storytelling, music, and theme-based projects that support classroom activities.

See www.OCEAA.org for registration information. For more information please call or email Miriam Ramirez, KEDS After School and Student Activities Manager, at 714-361-1850 or mramirez@OCEAA.org.

Summary of OCEAA's Returned Check Policy

The following procedures will be used to collect outstanding funds resulting from a returned check. The check writer will be notified by telephone by the Business Office regarding the Insufficient Funds check. You must return the call and contact the Business Office within three (3) days of telephone message. The full amount owed is immediately due and payable. If you do not contact the Business Office within the 3-day window, a certificated letter will be sent.

The fees will apply as follows:

- \$25 Service fee (in addition to the face value of the check)).
- An additional \$10 fee will apply if you fail to contact the Business Office within three (3) business days of notice (total due= service fee + face value of check + \$10 late fee)).

After a third returned check, OCEAA will no longer accept check payments from you. . Future payments must be made by cash or money order only.

To avoid referral to a collection agency or the loss of check-writing privileges, please contact the Business Office promptly to arrange payment.

Lost and Found

Please put your child's complete name on everything he/she brings to school.

There usually are several children with identical book bags, lunch boxes or jackets. There may also be several children with the same first and/or last name. Having your child's name on everything makes it easier for him/her and the staff to identify belongings. The lost and found collection is in the hallway outside the Garden Grill at the Main Campus and the reception area at the Annex. Lunch boxes and clothing items are often found there. All items not claimed at the end of each grading period are donated to charitable organizations. OCEAA is not responsible for lost or stolen items. Communications about Lost and Found items will be offered periodically so parents can pick items before they are donated.

Lost or Damaged School Property

If a student willfully damages OCEAA's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other OCEAA property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Pictures/Consent to Photograph

Photographs that include your child are considered directory information that may be disclosed under FERPA absent parent consent. OCEAA does not print or provide an actual school directory. Photographs of your student may be taken throughout the year at school sponsored or led functions, events and performances and may be chosen for use on the OCEAA and/or teachers' websites/social media sites, and/or websites/social media sites associated with OCEAA functions, events and performances. Consent is automatic upon enrollment as an OCEAA student to allow student photographs to be posted on the



OCEAA website and teachers' websites, unless OCEAA is otherwise notified by a parent or guardian in writing. If you do not want OCEAA to disclose directory information, including photographs, without your prior written consent, you must notify OCEAA in writing at the time of enrollment or re-enrollment.

Members of the media, including newspaper photographers and/or television camera crews may visit our campus during the school year to photograph and/or interview students. Parents will be notified if members of the media are expected. You may choose whether or not you would like to give permission for your child to participate.

Please also note that no pictures or videos of OCEAA students, families or staff may be placed on any media without the express permission of the Executive Director or designee. Parents wishing to take photos of school events are allowed to include only their own children in those photos unless otherwise agreed to by both the Administration and the parents of the other students.

Special Education /Students with Disabilities

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

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability.

OCEAA shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school psychologist at (714) 619-2970.

Section 504

OCEAA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of OCEAA. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for



accommodations by OCEAA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to our 504 coordinator, Iván Luna, School Counselor. A copy of OCEAA's Section 504 policies and procedures is available upon request at the main office and on the school website.

Non-Discrimination Statement

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

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

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

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

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

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

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

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

OCEAA does not request nor require student records prior to a student’s enrollment.

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

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

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

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

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

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

Mike Limón, Executive Director, OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

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

Education of Foster and Mobile Youth

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

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

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

- A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
- “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
- “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.
- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

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

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

Carlos Santana, Operations Manager at: csantana@OCEAA.org or 714-619-2965

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

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

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

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

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

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

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

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

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

Student Records: When OCEAA receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), OCEAA shall provide these student records within five (5) business days. OCEAA shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

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

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

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

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

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

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at OCEAA, a copy of OCEAA's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

Education of Homeless Children and Youth

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

- 1.** Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- 2.** Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- 3.** Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

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

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

Carlos Santana, Operations Manager csantana@OCEAA.org or 714-619-2963

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

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

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from OCEAA Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

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

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

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian³ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

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

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

Availability of Complete Policy: For any homeless student who enrolls at OCEAA, a copy of OCEAA's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the website.

³ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

Toys, Electronics and Cell Phones

Students may not bring toys, electronic/video games, trading cards, spinners, still/video cameras to school. Items brought to school for “sharing time” must remain in the classroom and should not be brought to recess or lunch.

As stated in the Acceptable Student Use of Technology Policy and Agreement found in this handbook, all cell phones/personal mobile devices and earbuds must be turned off, safely stored out of sight and placed in a backpack (not on the person) during school hours and when on-campus. At times students may be granted permission by OCEAA staff to use electronic items on an as needed basis, as well as for instructional purposes. Parents may contact and relay messages to students by calling the school. Once students have left the school campus and Valet Zone, they may turn on and use their cell phones.

All cell phones, electronic devices and toys that are made visible at any time without school staff permission will be confiscated and only parents/guardians may make an appointment to pick them up at a later date from the School Director or designee. Anything brought from home is brought at the student’s own risk, realizing that items can be misplaced or lost when on the school campus. OCEAA is not responsible for lost, stolen, damaged or misused toys, electronics, or cell phones.

Dress Code Policy

Dress Code Philosophy

Orange County Educational Arts Academy’s (OCEAA) student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of body shaming or unnecessary barriers to school attendance.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

- School Staff will be trained to recognize any student who is not in compliance with the Dress Code Policy to minimize conflict and inconsistent and/or inequitable discipline.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment.
- Allow students to wear clothing that express their identities.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, weapons or violence, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities, or clothing items identified by law enforcement as indicating gang affiliation.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing violent or fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

OCEAA expects that all students will dress in a way that is safe and appropriate for the school day or for any school-sponsored event. Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that undergarments, genitals, buttocks, and breasts are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear, while following the basic principle of Section 1 above:

- A shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants or the equivalent (for example, a skirt, leggings, a dress or shorts), AND
- Shoes (footwear with closed toe and closed back or a strap across the back; should allow for safe participation in school activities including outdoor play and Physical Education).

3. Students May Wear, as long as these items do not violate Section 1 “Basic Principle” above:

- Hats and religious headwear must allow the face and ears to be visible to staff, and not interfere with the line of sight of any student or staff.
- Non-prescription sunglasses may be worn as an accessory but may not be worn over the eyes (unless there is medical necessity and a doctor’s note) in order to allow the face to be visible to staff.
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the entire face including the ears must be visible to school staff).
- Ripped clothing, including jeans, as long as undergarments, buttocks and genitals are not exposed and they do not create a tripping or safety hazard for any person
- Midriff-baring tops or tank tops that follow the Basic Principle and as long as undergarments (including straps) and breasts are not exposed
- Athletic attire, including fitted pants or leggings, that follow the Basic Principle

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images, sign, symbols or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups (including a person’s race, skin color, religion, ancestry, national origin, disability, gender or gender identity, or sexual orientation).
- Any clothing that reveals visible undergarments (visible straps are not allowed)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face (except as a religious observance or as personal protective equipment (PPE)).
- Any combination of clothing which law enforcement agencies currently consider gang-related.

- Blankets or other items not intended to be clothing and impede learning of any student(s).
- Flip-flops, sandals, slippers, or Crocs, as these shoes do not support safe running and active participation.

Consequences (School Administration has discretionary rights to adjust these offenses)

First Offense: student will be given a verbal warning

Second Offense: a Character Communication will be issued to communicate dress code policy non-compliance and student will be provided with clothing that follows the school's basic principles

Third offense: a second character communication will be issued to communicate dress code policy non-compliance and a telephone call will be made by the administrative designee to the parent/guardian to attend a parent/student conference with the administrative designee. The student will be provided with clothing that follows the school's basic principles

Fourth offense: a third character communication will be issued to communicate dress code policy non-compliance and a telephone call by administrative designee will be made to the parent. The student will be provided with clothing that follows the school's basic principles.

Revised Dress Code informed by the [Evanston Township High School Dress Code](#), Revised 7/1/2021

Student Activities

School and FSO Sponsored Activities

Throughout the year, activities are planned by both the school and the parent organization (FSO) in which students and families participate. These include festivals, skate nights, restaurant days, bookstore events, concerts, etc. These activities give students a chance to socialize outside the normal school day and families a chance to develop support systems. If the event or fundraiser requested, is planned to be hosted in a common area at OCEAA (Garden Grill or Playground as examples), OCEAA's School Director, Student Activities Manager and Operations Manager will need to review the request for approval. If this request is deemed to be exclusionary or singles out specific students or grades, it may not be approved.

Art Performances and Exhibits

OCEAA students of every age participate in at least one arts performance and exhibit per year. These performances and exhibits may be held at Wednesday assemblies, at the Winter and End of Year Extravanzas, at local art museums, or at other times and locations. These activities are important experiences that develop skills in confidence and creative expression.

Middle School Student Leadership

The middle school Student Leadership Crew provides an opportunity for middle school students to engage in a structured partnership with teachers, parents and school administration in the operation of their school. It gives students an opportunity to acquire communication, planning and organizational skills which will benefit them in their future lives. SLC members take responsibility for various projects in their school community.

Middle School Dances

School dances are sponsored by OCEAA's Student Leadership Crew and middle school teachers. These dances are for OCEAA's 6th through 8th grade students only. Students attending school dances are expected to observe standards of acceptable conduct and dress. Students must remain in the designated area until the end of the dance. Parents or guardians are expected to pick up students on time - no student will be allowed to walk home after dark. No one will be allowed to leave and re-enter the dance area. Participation in all middle school activities, including dances, are dependent upon meeting OCEAA staff expectations. All students attending the dances must have a signed permission slip on file in order to participate. If a student is enrolled in the KEDS Program, they must have written parent consent in order to sign themselves out and participate in the school dance.

Activity Restriction

Students who misbehave at a school sponsored activity or event may jeopardize their participation in future assemblies, dances, events, etc. Students must attend school in order to participate in any extracurricular events taking place on the same day.

Off-Campus Behavior

Misbehavior that occurs during off-campus activities will be dealt with in the same manner as on-campus misbehavior. Students must follow all school expectations while attending an off- campus or after-school event or activity.

Fieldwork and Field Trips

Classes may schedule fieldwork and field trips during the year to enhance the instructional program. All planned trips away from the school grounds, including athletic trips and outdoor education programs are subject to specific guidelines. Students must have written parental permission in order to participate. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a fieldwork off-campus trip. Teachers will notify parents if volunteers are required. Parents who consistently assist their grade level classes may be given priority for attending field studies/trips. For safety, siblings are not allowed to attend school field studies/trips without prior teacher permission. No siblings are allowed on the bus for any field studies/trips. The parent is responsible for any entrance fees, but no student shall be denied the opportunity to participate due to an inability to pay.

First Aid

While conducting the trip the teacher, employee or parent chaperone shall have a first aid kit, which includes emergency contact information for each student in his/her possession. No student will be released from a field trip without parent/guardian/emergency contact completing the sign out procedure.

Supervision

Students on approved trips are under the jurisdiction of the school and are subject to the school rules and regulations. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their conduct. The ratio of adults to students on school-sponsored trips shall be at least one to ten. Adult chaperones must be at least 21-years of age.

Playground, Recess Activities & Safety Expectations

Students' Right to Recess

OCEAA provides all students with 40 minutes of recess daily. No student is denied access to recess as a form of punishment, unless necessary for immediate safety reasons and no other alternative is possible or practicable.

Main Building - Posted Playground Rules

The playground in the Main building has posted rules to remind students of basic expectations for play:

- Play Structure
 - One student on the slide at a time.
 - Slide bottom down with feet forward only.
 - No racing or tag on or around the playground structure.
 - Sit or stand properly on the equipment.
- Blacktop
 - Tag with two fingers - no pushing.
 - No climbing on the walls.
 - Jump ropes are only for jumping.
- Lines
 - Use bathroom/ water fountain at or before the 5-minute warning.
 - Freeze at recess end time marked by playground supervisor(s), coming off of the black top and squatting down.
 - Walk any equipment to the storage area and clean-up.
 - Walk to your class line and sit down.
- Leaving Playground Area
 - Permission is mandatory and hall passes are required to visit other areas of the school during recess.

Additional Playground Expectations & Safety

Safety is the #1 priority on the playground. Unaddressed incidents and behavior on the playground can result in escalated behavior in other areas of school – students are encouraged to report safety issues and concerns to their nearest playground supervisor. Similarly, playground supervisors are trained to address behavior issues on the playground in support of safety and are asked to say something, if they see something.

Unsportsmanlike behavior is not allowed and those who engage in this type of behavior will not participate in the game for that day. (examples: Taunting, Bragging, Cheating, Swearing, Inappropriate Language, Name calling, Displays of Aggression)

- **Tag**
 - Can be played only in playground zones where running is permitted
 - Tag with two fingers only; No pushing others with an open hand
 - May not be an available activity everyday to accommodate other types of games during the week on the open play area
- **Soccer**
 - When the soccer ball is kicked it should not exceed waist level
 - Soccer games should take only half of the basketball court space to allow others to the chance to use the space
 - If a player is injured as a result of a collision or kick the other player involved needs to pause from playing to call for adult assistance even if it was an accident.
 - If a soccer ball is kicked over the wall, soccer will be lost for 3 days, if it is kicked over again soccer will be lost for the remainder of the week (whichever is longer).
 - Players should always give other students the chance to play and let them go into a team that will evenly distribute the players.
- **Four-Square**
 - While waiting in line the person that is next up to play will be the referee for the game, this referee position will be passed on to the next person up to play in the line as the game continues that way everyone will get a chance to referee at one point. (Everyone else waiting in line should not be refereeing or making rude commentary)
 - Students are allowed to have a maximum of only 1 retry once they are gotten out of the game.
 - Cutting in line is not tolerated and any student attempting to do so will be asked to go to the back of the line.
- **Tetherball**
 - Students are allowed to have a maximum of only 1 retry once they are gotten out of the game.

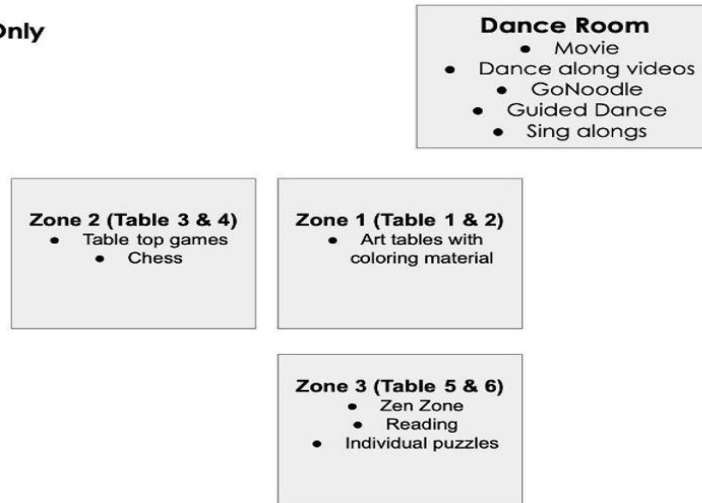
- Cutting in line is not tolerated and any student attempting to do so will be asked to go to the back of the line.
- If a game is taking longer than 5 minutes then a one minute warning will be given before the game is over and the next students in line can play
- Under no circumstances can students attempt to hang from the tetherball pole or push the pole (students who do this will be sat down for 5 minutes of recess)
- **Basketball**
 - Basketball games should only take half of the court to allow others to play in the remaining space.
 - If a player is injured as a result of a collision or kick the other player involved needs to pause from playing to call for adult assistance even if it was an accident.
 - Players should always allow others to participate and join a team that is even
- **Playground Structure**
 - There should be no running around the playground structure to avoid injuries; this includes no racing or tag on or around the structure
 - If a student is going down the slide they should slide all the way down and slide bottom down and feet forward
 - One student on the slide at a time
 - Inside the playground structure students should not be stopping to stay inside the tubes or grouping up at a section, this is to avoid blocking students in and allow the flow of traffic. Students must sit or stand properly on the structure
 - Students should not be climbing the playground in an unsafe manner and should refrain from climbing too high on the structure to avoid falling
 - When taking turns on one of the structures inside the playground students should always be taking turns and take a maximum of 3 minutes per turn
 - Students are not allowed to kick off, scrape off, or destroy the rubber mulch on the ground
- **Zen Zone**
 - No running is allowed in the Zen Zone
 - No screaming is allowed in the Zen Zone
 - Students must refrain from doing any forms of gymnastics
 - Students should not be jumping or rolling down the hill
 - Students should not be playing with plants in the Zen Zone
 - Student should not be obstructing the path to the restroom and must remain away from the gated door
 - If rules to the Zen Zone are not followed students may be asked to leave this space

Outdoor/ Indoor Recess & Playground Zones

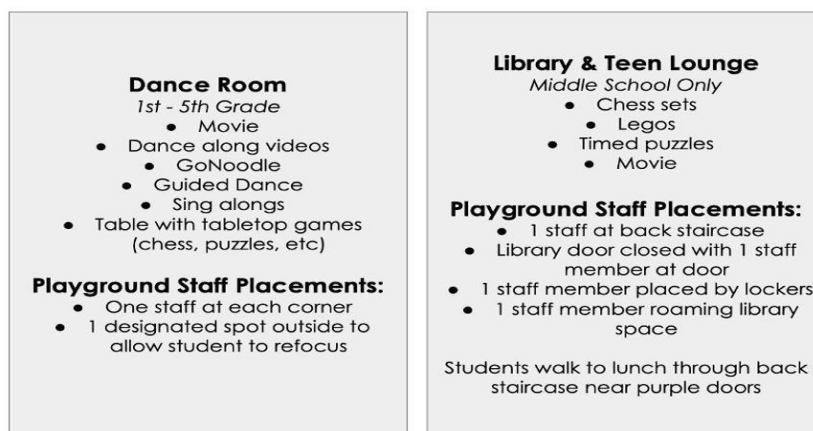
Due to limitations in space, activities that require a larger portion of the playground to conduct will be rotated to prioritize safety. While not all activities/ sports will be available everyday, attempts will be made to rotate a variety throughout the week. Playground zones have been established in consideration of the limited space available and to maximize safety. In addition, playground zones allow the opportunity to rotate organized activities so that children are exposed to a variety of games, some of which they might not normally participate in.

Indoor Recess – When weather does not permit recess outside (rain, too cold, too hot, wind, or air quality), students will have options for activities indoors. Activities will be rotated based on availability of equipment or based on requests the majority of students make to the playground supervisors. Some games may not be safe to run indoors such as tag games, so indoor activities can be limited for safety reasons. Certain activities can require a quiet environment when watching a movie or because the room location used for recess activity is next to a classroom.

1st Recess Only



2nd Recess Only

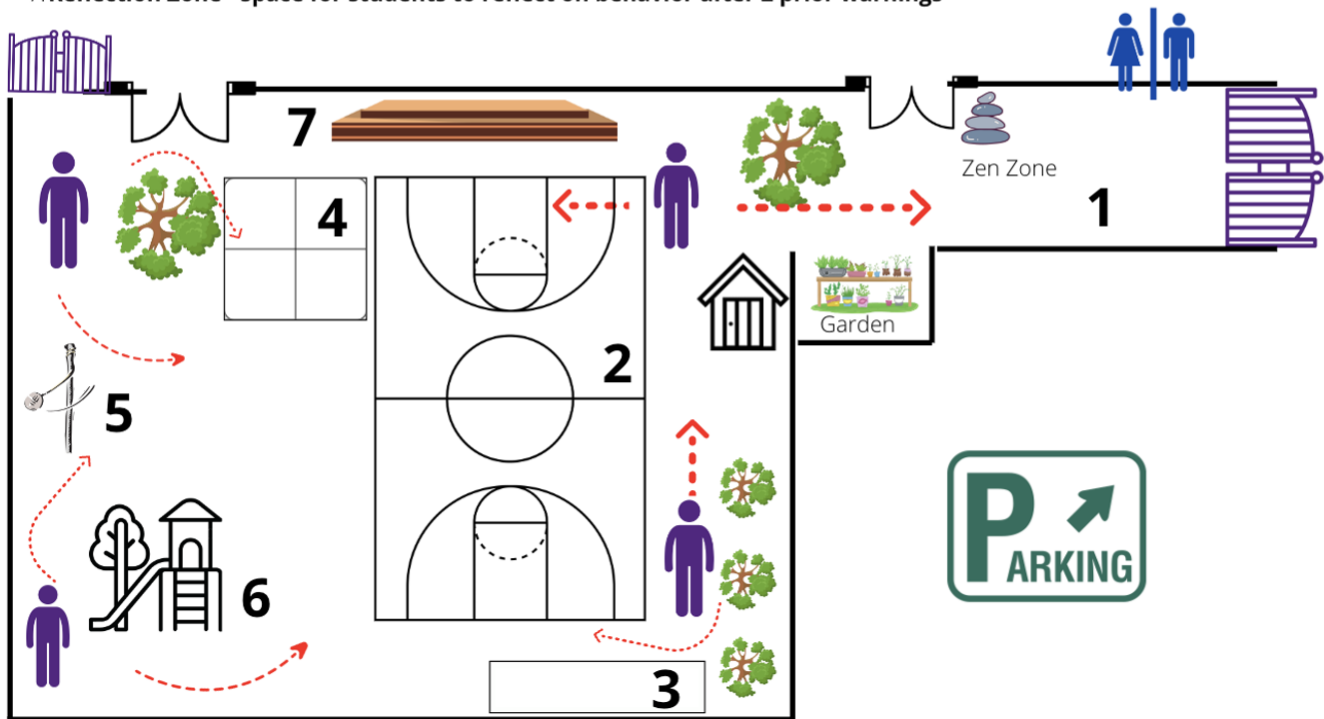


Outdoor Recess – When recess can normally take place outside, zones are set up for students to engage in a variety of activities. Some zones are designated as walking only areas to maintain safety. In addition, larger sport activities will be rotated in the open play area to provide a variety of organized games throughout the week to maximize the use of the playground and maintain a focus on safety. Playground monitors will be assigned specific areas on the playground that will provide them with visibility to the students and they will be able to maintain visibility of student activity in strategic points of the playground. Playground monitors focus on safety, enforcement of playground rules, and supporting the organization of games/activities on the playground.

Playground Zone & Expectations

Main Building Playground Zones and Expectations

1. Zen Zone - walking only zone; sit and relax, talk
2. Running zone - basketball, soccer, football, tag,
3. Handball - walk only zone
4. 4-square - walk only zone
5. Tetherball - walk only zone
6. Play structure - walk only zone
7. Reflection Zone - space for students to reflect on behavior after 2 prior warnings



Annex Activity & Playground Rules

General Playground Expectations

- No climbing the linked fence or the tables
- Jump ropes are for playing jump rope games only
- Permission is mandatory to leave the playground area and must be granted by a teacher
- Use of bathroom/ water fountain should be done at or before the 5-minute warning
- The playground needs to be clean after each recess. Students should take any sweaters/ clothing, personal belongings, toys, and pick-up/throw away their trash.
- Students are guided on clean-up activities as it is their responsibility to pick-up toys on the playground.
- Students will walk to their class line to line up once it is announced by the playground teachers

Tag-

- Other variations: 'Monsters', 'Zombies', 'Virus Outbreak'
- Can be played only in playground zones where running is permitted
- Tag with two fingers only; No pushing others with an open hand, No grabbing/ pulling aggressively.
- May not be an available activity everyday to accommodate other types of games during the week on the open play area

Playground Structure-

- There should be no running around the playground structure to avoid injuries; this includes no racing or tag on or around the structure
- Students using the slide should slide independently one at a time, all the way down and slide bottom down and feet forward;
- Students should not be climbing or jumping off the playground structures in an unsafe manner and should refrain from climbing too high on the structure to avoid falling
- Students are not allowed to kick off, scrape off, pick off or destroy the rubber mulch on the ground

Space Limitations-

Due to limitations in space, activities that require a larger portion of the playground to conduct will need to be rotated to prioritize safety. While not all activities will be available everyday, attempts will be made to rotate a variety throughout the week.

The following diagrams describe a sampling of activities for indoor and outdoor recess:

Playground Zones-

Annex Indoor Recess Activities in Teacher Classroom

- Supervision provided by one teacher (1st recess) or staff (2nd/ 3rd recess) in each classrooms.

<u>Carpet:</u> Movie	<u>Table 1:</u> Table Top	<u>Table 2:</u> Coloring Pages	<u>Table 3:</u> Relaxation
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Annex Outdoor Recess

Playhouse Area		Runni ng Area/ Creati ve Buildi ng	Relaxation/ Reading/ Coloring & Snacking Area
Creative Building/ Chalk Drawing			
Ball Gaming Area	Play Structures Area		

Addressing Negative Behavior During Recess

Preventing escalating behavior will minimize larger issues on the playground and other areas of the school. Playground supervisors will redirect behavior through positive engagement by:

- Offering choices from schedule of organized activities based on space/ safety
- Redirecting students to other activities if the current activity is not working out
- Directing students to designated reflection zones when behavioral challenges Persist

Redirecting behavior steps for playground supervisors:

1. Recognize the misbehavior and redirect student by reminding them of the rules of play

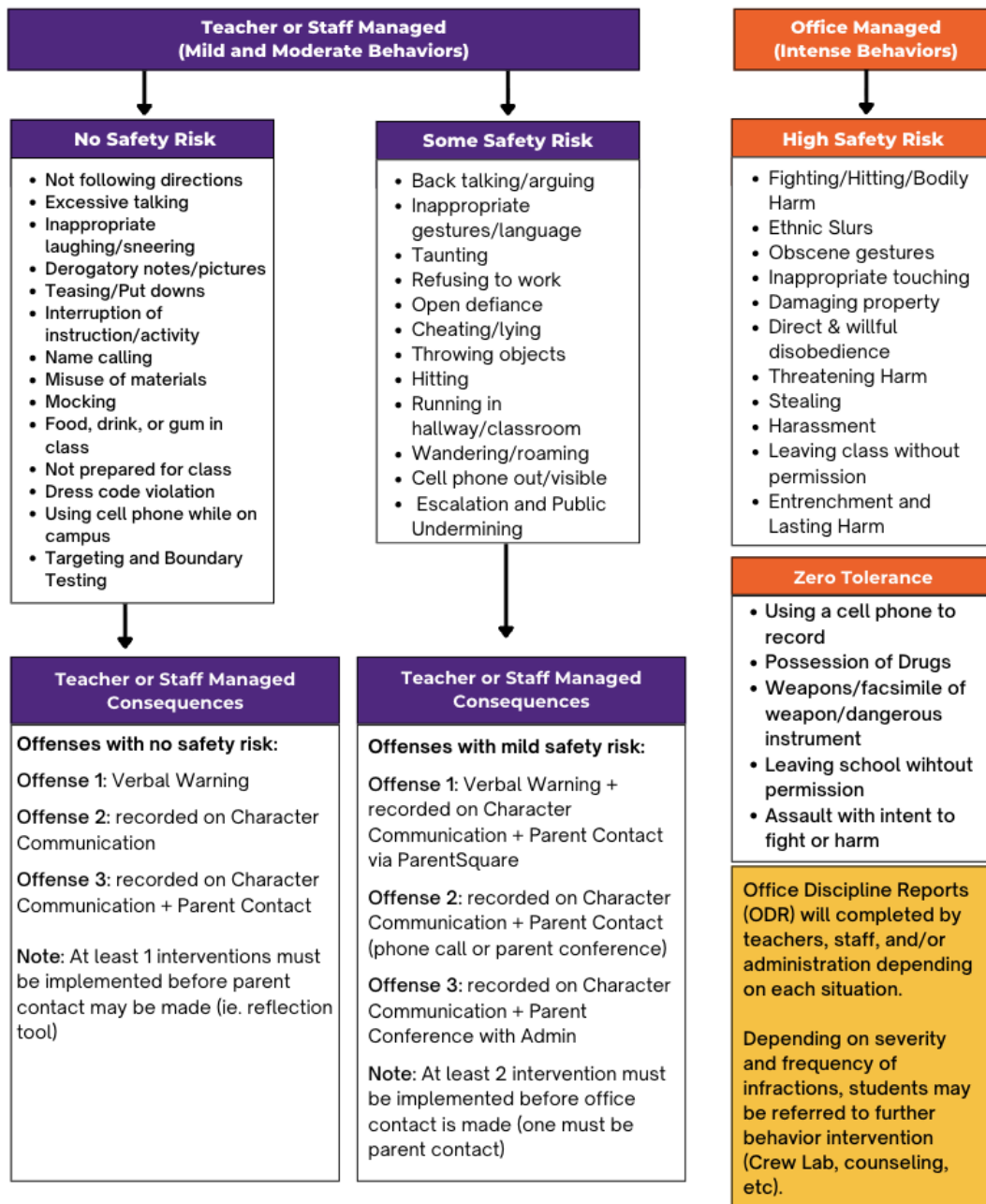
2. If behavior persists, redirect student by asking them to find a different game to play
3. If the behavior continues, redirect the student to the stage for a moment of reflection; ask student to approach you when they are ready to re-engage in play



OCEAA'S BEHAVIOR FLOW CHART

The flowchart outlines how staff will support reported behavior concerns.

OBSERVED PROBLEM / BEHAVIOR



Public Records Requests

Any person may request a copy of any OCEAA record open to the public and not exempt from disclosure. Requests for public records shall be made to the Orange County Educational Arts Academy "OCEAA" Operations Manager. Within ten (10) days of receiving any request for a copy of records, the Operations Manager shall determine whether the request seeks copies of disclosable public records in the possession of OCEAA, and shall promptly inform the person making the request of his/her intent to comply with the request along with an estimated date that the records will be available.

Educational & Academic Records Requests

Parents or designated educational rights holders may request copies of academic records or the student's cumulative file by submitting a Records Request Form. Requests for academic records shall be made to the Orange County Educational Arts Academy "OCEAA" Reception. The Registrar shall determine the appropriateness of the request and shall inform the person making the request of the intent to comply with the request along with an estimated date that the records will be available. Due to the volume of requests received, same-day requests are not possible and parents are asked to plan accordingly for processing and delivery of these records. Requests will be fulfilled in up to five (5) days from the date the completed and signed Records Request Form is submitted on a first-come, first served basis.

Nutrition Services

Wellness Policy

Proper nutrition and adequate physical activity have tremendous implications for academic achievement and life-long health. Thus, it is imperative that OCEAA along with students, parents and communities support, teach, model and practice a healthy lifestyle.

The general health of children and youth is at risk, in part, due to poor nutrition and inadequate physical activity. Studies show that for the first time in two centuries the current generation of children in America may have shorter life expectancies than their parents due to the rapid rise in childhood obesity. They eat too much fast food and soda that is high in fat or sugar and too few fresh fruits and vegetables. Children are also less physically active than ever before.

The Orange County Educational Arts Academy (OCEAA), along with parents/guardians, the community, and the governing board, recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for students. The goal of the OCEAA Wellness Policy is to help students, staff, volunteers, and families achieve and maintain a sense of well-being and overall 'Wellness' as they strive to reach their personal and academic goals.

OCEAA's School Director shall build a coordinated school health system that supports and reinforces health literacy through the Wellness Committee, health education, physical education, child nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

OCEAA's nutrition education and physical education programs shall be based on research, consistent with expectations established in the state's curriculum frameworks and standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

OCEAA's Wellness Committee, directors, and site administrators will ensure that the local school Wellness Policy is implemented, monitored, and revised through the use of implementation surveys and through reports to the Governing Board every two years.

The committee will convene at least three times annually during the school year at hours convenient for public participation. Information regarding meeting times and updates will be available to the public.

The designated Wellness Committee Lead will pursue active participation within the committee by inviting teachers, parents, students, OCEAA administrators, the governing board, community-based organizations, health professionals and the general public to attend regular meetings via OCEAA's website, Weekly School Bulletin and Parent Square. We encourage all students and families to join our Wellness Committee. To learn how you can get involved, please contact our Nutrition Services Manager by phone (714) 558-2787.

Nutrition Education

Pursuant to the requirements of the Education Code (CA Ed/Code 51210.4), nutrition education is encouraged as part of the instructional program in grades TK-8 as suitable, integrated into core academic subjects and offered throughout the school day. Nutrition education programs should foster and promote literacy to encourage students to obtain, interpret, and understand basic health information and services and to achieve the competence to use such information and services in ways that are health enhancing. OCEAA aims to teach, encourage, and support healthy eating for students, school staff, parents, and the community at large. Schools will provide nutrition education and engage in nutrition promotion that may include, but is not limited to, the following:

- Offering each grade level a sequential, comprehensive, standards-based program designed to provide students with knowledge and skills necessary to promote and protect their health
- Integrating, as appropriate, into other classroom subject area instruction such as Language Arts, Math, Physical Education, Science, and Social Sciences
- Providing developmentally-appropriate, culturally-relevant, participatory activities such as taste testing, working in school gardens, field trip to farms, community gardens, and/or other community locations promoting healthy lifestyles
- Promoting the consumption of water, fruits, vegetables, whole-grain products, and low fat and fat-free dairy products, and sharing healthy food preparation methods
- Linking education and promotional activities with OCEAA's Nutritional Services, the Garden Grill, and nutrition-related organizations and community services/organizations
- Incorporating lessons to help students acquire skills such as reading food labels and meal planning
- Promoting individual school site health and wellness fairs where nutrition and physical activity information and resources will be shared with the community

- Providing consistent messaging about healthy habits where we live, learn, work, and play School-based marketing will be consistent with nutrition education and health promotion items identified above.

As such, schools will limit food and beverage marketing to promotion of those consistent with California Nutrition Standards and guidelines set forth by OCEAA. The advertising of foods and beverages that are not available for sale in OCEAA will not be advertised on school property. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods. The healthiest choices such as salads and fruits will be prominently displayed at the Garden Grill to encourage students to make healthy choices.

Physical Activity

OCEAA will provide all students with opportunities for both structured and unstructured physical activity sessions. OCEAA utilizes an Active Play approach to daily recess and weekly physical education periods. Students will spend at least 50 percent of weekly physical education periods participating in moderate to vigorous physical activity. OCEAA's fitness activities shall promote positive self-image and teach students how to cooperate to reach common goals.

OCEAA will administer the Physical Fitness Test to all students in grades five and seven as required by EC Section 60800 and 5 CCR Section 1040. Students with disabilities and/or special healthcare needs will receive modified or adapted physical activity services.

Exemptions include students who are ill, injured, a modified program cannot be provided, or the student is enrolled for one-half of the school day or less. OCEAA shall:

- Incorporate nutrition and physical activity into family events provided throughout the school year
- Encourage students to incorporate small bouts of activity into their daily schedules; for example, they are encouraged to walk to school, take the stairs, etc.
- Encourage physical activity opportunities to be provided to all OCEAA students, staff, families, and community
- Ensure that opportunities for physical activity and recess will not be used as a means for punishment (Example: running laps or jogging around a playground)
- Encourage teachers to find alternatives to withholding recess or other physical activities as a punishment. The administration believes that recess and other opportunities for physical activity are an essential part of the school day
- Establish physical activity rules and safety procedures for students and staff and assign appropriate enforcement of these rules and procedures

Foods & Beverages

Foods and Beverages Nutrition standards for all foods and beverages including those served in federally reimbursable meal programs, a la carte items sold by Garden Grill, food sold by student organizations, food sold by fundraisers, and food offered to students will adhere to all laws and regulations of the federal, state, local governments and the OCEAA Wellness Policy. This includes any and all existing future

regulations on food service and safety. These regulations will be in effect for services offered to students during the school day. A school day is defined as the midnight before to 30 minutes after the end of the school day. The Garden Grill will provide and disseminate health information to parents/guardians, school staff, and students about the nutrition content of meals through school menus, newsletters, handouts, meetings, the OCEAA's website, School Bulletins, and ParentSquare.

Please do not send in any food items to be consumed in the classroom that contain peanuts, nuts, peanut butters, nut butters, or peanut products.

- This includes almonds, filberts, brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios and walnuts.
- Read labels carefully to make sure the products are nut free. This includes labels that read "may contain traces of peanuts/nuts" or "processed in a facility that processes products that contain peanuts/nuts."
- Food labels and ingredients change over time, so always read the label each time before purchasing snacks to bring on campus.
- NO HOMEMADE TREATS MAY BE BROUGHT INTO THE CLASSROOM for parties. All treats/snacks brought to the classroom must be packaged and have an ingredient label. Lisa Ochoa, our Nutritional Services Manager, will help you plan a safe treat/snack in advice of a scheduled class party.
- If your child has eaten peanuts, peanut butter, or nuts (such as cashews or any other nuts mentioned above), prior to coming to school, please be sure your child's hands have been thoroughly washed prior to entering school.

Celebrations and Rewards

OCEAA limits school-day celebrations to no more than once per month, generally on the last Friday of the month, unless another date is communicated in advance. A celebration schedule will be provided to families throughout the year; please refer to the schedule for specific dates, as celebrations may occasionally occur on a different day of the week.

Foods brought to campus outside of a designated celebration day will be held for distribution at dismissal. We encourage families to celebrate birthdays and other occasions during the scheduled monthly celebrations to support a healthy learning environment for all students.

June birthdays will be recognized during the May celebration, and July birthdays during the August celebration. The published schedule will reflect these dates.

All classroom celebrations, including birthdays, will emphasize activities rather than food. Any food provided must meet USDA Smart Snacks in School nutrition standards. OCEAA's Nutritional Services shall provide a list of allowable foods that meet these standards. **All foods brought to campus for celebrations will be held in the Garden Grill for distribution after lunch. All foods brought to the Annex building will be held in "La Cocinita" for distribution after lunch. All foods will require to be individually packaged with ingredient labels.**

OCEAA does not use foods and beverages as rewards and does not withhold foods as a punishment. Using food as a reward or withholding as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.

OCEAA encourages non-food alternatives as rewards. Teachers may use non-food alternatives as rewards. For example, extra recess may be provided when time allows.

Participation in National School Breakfast/Lunch Program

OCEAA proudly participates in the USDA Food and Nutrition Service's National School Breakfast and National School Lunch Programs. Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Universal Benefits Applications (UBAs) related school meals are included prior to the first day of school to all families. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

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

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



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

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

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

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

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

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

mail:

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

OCEAA is an equal opportunity provider.

Why Families Are Still Asked to Complete a Meal Application

Although meals are free to all students, completing a meal application or Universal Benefits Applications (UBAs) are still essential. This form:

Ensures OCEAA can maximize federal and state funding for meals and other vital educational programs.

Helps qualify students and their families for additional benefits such as:

1. Summer food support
2. Discounted internet and utility services
3. Fee waivers for standardized tests and college applications
4. Reduced-cost or free access to OCEAA programs or community services

Families will be asked to complete this application during enrollment and again at the start of the school year as part of the back-to-school registration process. Forms are provided in the first-day packets and are also available on the OCEAA website and at the school's main office.

We encourage every family—regardless of income—to submit a completed application to help OCEAA serve all students and access the full range of resources available to our community.

Completed forms can be returned to the school office or submitted online, depending on your preference.

Payments

Students are limited to one breakfast meal and one lunch meal as provided through the Universal Meals program in California. Any **additional** meals/items requested by students or adults will be charged. All students must keep positive account balances for purchasing additional meals/items. Parents may deposit any dollar amount in their account for future use. Deposits must be given to the front office so a receipt may be given and may be paid anytime during the school day. Please list the child's full name and homeroom teacher on the check or envelope.

Checks make it easy to research a deposit if a question ever arises; however, if your bank notifies you that your check was returned to us unpaid, please contact OCEAA's Senior Accountant, Marissa Munoz at mmunoz@oceaaa.org immediately to arrange to cover the check.

Meal Debit Account Policy

Account Numbers: Every student has an account in the Garden Grill point-of-sale system. The account number is assigned when a student first enters school and remains the same throughout the student's enrollment. There is no correlation between the account number and the student's meal payment status.

Educational Rights and Student Information

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

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by OCEAA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on OCEAA's Board of Directors. An OCEAA official also may include a volunteer consultant, vendor, or contractor outside of OCEAA who performs an institutional service or function for which OCEAA would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

Student Privacy Policy Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, OCEAA will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for OCEAA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

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

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



8. Date of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

Please notify the Executive Director at: Mike Limón, Executive Director OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

A copy of the complete Policy is available upon request at the main office and on the school website.

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

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

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"⁴) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"⁵) and will:

- a) Be used to provide pupils and families with direct access to online tools and resources.
- b) Enable a pupil to transmit information shared with the CCGI to both of the following:
 1. Postsecondary educational institutions for purposes of admissions and academic placement.

⁴ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁵ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").



2. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

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

Notice Of Policy Regarding Immigration Enforcement Activity

Important: This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and at [INSERT LOCATION].

OUR COMMITMENT TO ALL STUDENTS

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

YOUR RIGHTS AND PROTECTIONS

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

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

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

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

INFORMATION SHARING LIMITS

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

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

CAMPUS ACCESS PROCEDURES

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

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

ANTI-BULLYING AND HATE CRIMES

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

SUPPORT FOR FAMILIES

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

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

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

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

Resources for Detained Family Members:

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

Uniform Complaint Procedures

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
 - Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Mike Limón, Executive Director, OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of OCEAA's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if OCEAA has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

Work Permits

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

APPENDIX: Policies

Visit <https://oceaa.org/board-accountability/board-policies/> to read complete school policies.

A copy of the complete Policies can be available upon request at the main office.

- Charter School Complaint Notice and Form
- Conflict of Interest Policy
- Education of English Learners Policy
- Education for Foster and Mobile Youth Policy
- Education for Homeless Children and Youth Policy
- Immigration Enforcement and Student Privacy Policy
- Independent Study Board Policy
- Injury and Illness Prevention Plan
- Nondiscrimination in School Programs and Activities Policy
- Parent Involvement Policy
- Referral Protocols for Addressing Pupil Behavioral Health Concerns
- Public Records Act Policy
- Rehabilitation Act 504 Policy
- Special Education Policy
- Title IX Harassment Intimidation Discrim. and Bullying Policy
- Uniform Complaint Policy
- *Disciplinary Consequences: Suspension, Expulsion and Dismissal (review Charter petition)*

During initial and yearly registration the handbook will be available for parents to review and indicate their agreement to read, review with child and support the policies and procedures within the handbook. A hard copy may be requested at the front desk.