



OCASA

ORANGE COUNTY ACADEMY OF SCIENCES & ARTS Elementary School

Parent/Student Handbook 2025-2026

29292 Crown Valley Parkway Laguna Niguel, California 92677 (949) 269-3290 www.ocasa.org

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MISSION

OCASA Elementary is a joy-filled, student-centered, collaborative community that inspires growth through a personalized learning experience.

VISION

OCASA believes students learn best when...

...small groups collaborate through hands-on projects.

... learning is a continuum with a focus on mastery.

...cross-curricular opportunities in science, technology, engineering, arts, and mathematics are the norm.

...teachers and students work together to inspire curiosity through inquiry-based learning.

...their educational journey is personalized to their individual needs.

PARENT/GUARDIAN WELCOME LETTER

Dear Parents/Guardians:

On behalf of Orange County Academy of Sciences and Arts (OCASA), welcome to the new school year. As we begin year ten, we welcome your participation as we grow our existing programs.

Please take advantage of the numerous opportunities to participate in your student's education. These include volunteering through Parent Forums, PTSA, field trips, classroom needs, and more. Please join us at our Parent Forum Meetings as well as our monthly PTSA meetings in order to stay informed about issues and events at OCASA. In addition, you are welcome at our Board Meetings, where you will learn more about the operational side of OCASA.

This Parent/Student Handbook has been revised to address general questions you may have related to OCASA policies and to advise you of your rights and responsibilities. Please take the time to review the information in this handbook and the supporting documents as a family to clarify student expectations on campus. Should you require further explanation of any of the Education Codes and Laws cited in this handbook, you may contact the Principal for clarification.

Please know that our primary goal is to provide your child with an outstanding academic education in a safe and nurturing environment. We look forward to your participation in our

school events and invite you to become one of our parent volunteers. We thank you in advance and appreciate your support. We will do everything in our power to ensure that your child has a successful educational experience. Remember, we need you as a part of our educational team. We look forward to working closely with all of you this school year.

Sincerely,
OCASA Staff and Board of Directors

SCHOOL COMMITMENT

OCASA Elementary believes that schools have the responsibility to equip their students with the basic skills necessary to be successful in life. However, educating students is a three-way responsibility shared by each parent/guardian, the student, and the school. Without the collaboration and cooperation of all three parties, success will be limited.

OCASA Elementary is committed to providing the necessary resources for a sound education program. In turn, students and parents/guardians must fulfill certain commitments if the student is to gain the maximum benefits from the school program. We believe that the school, the parent/guardian, and the student commitments should be as follows:

OUR SCHOOL COMMITMENT IS TO:

1. Employ a highly-qualified certified staff who know their subject matter and who understand the sociological, physiological, and psychological make-up of adolescents and young adults.
2. Provide a positive, constructive, and academically challenging learning environment.
3. Provide the required standards-based curriculum to meet student needs.
4. Provide materials and equipment necessary for state-mandated instruction.
5. Provide a safe learning environment where students can attend school without fear.
6. Establish reasonable expectations regarding student behavior.
7. Provide parents/guardians with regular reports on their student's attendance, academic progress, and school behavior.
8. Provide appropriate, varied classroom learning opportunities to encourage academic progress.

PARENT/GUARDIAN COMMITMENT

1. Insist that your student attend school every day unless illness or a family emergency occurs.
2. Attend Parent Forum meetings.
3. Call the school office when the student is going to be absent. Send a note when the student returns from an absence. Please refer to the ATTENDANCE section of the handbook for further clarification of this process.
4. See that the student gets the appropriate amount of sleep on school nights to be attentive and alert in class.

5. Ensure that the student eats breakfast each morning, as it is essential and necessary for adequate brain function.
6. Ensure that the student is dressed appropriately as per the school Dress Code.
7. Provide uninterrupted study time in a quiet and orderly place to study and complete coursework. Encourage daily reading time after school for the student.
8. Check with the student daily regarding assignments and monitor the completion of assignments. Your student's progress and practice may be monitored by PowerSchool, Google Classroom and teacher communication.
9. Contact teachers immediately to request a conference with the school staff if there is a question concerning student progress.

STUDENT COMMITMENT

1. Attend class daily unless illness or a family emergency occurs.
2. Bring the necessary supplies and materials to school.
3. Pay attention during instruction, and be persistent in your learning. Making mistakes is a part of the learning process.
4. Ask an adult for help when you do not understand.
5. Turn in completed class assignments on time.
6. Dress according to the school Dress Code.
7. Follow all school expectations.
8. Ask for help from the adults when you are struggling with something that is getting in the way of learning.

GENERAL INFORMATION

School & Office Hours

The school office is open from 7:30 am to 4:00 pm Monday-Friday. Parents/guardians are expected to arrange for student transportation to and from school daily. Apart from supervised school activities, students must vacate the premises after school. Students are expected to leave the campus when the school-sponsored activity ends.

Emergency Contact Information

Mission Control (aka the front office) must have a current student Emergency Card, signed by a parent/guardian, on file in the front office. If at any time during the school year there is a change in information, please notify Mission Control immediately. Parents/guardians are also able to update contact information through PowerSchool.

Parent Custody Document

If you have specific limitations related to the release of your child to a natural parent/guardian, please be aware that we must comply with various sections of the civil code relating to the dissolution of marriage. We must have documentation specifying which parent has official custody of the child. Therefore, we are requesting that you present us with a copy of the court order that stipulates the conditions of custody. Please understand that if we do not have this on file, we have no other choice but to release your child to the other natural parent/guardian upon his/her request.

Drop-off/Pick-up Procedures

Drop-Off Window: 7:25 am – 7:45 am ONLY

Please do not arrive earlier than 7:25, as there is no supervision.

1. The OCASA Hang Tag must be displayed in order to enter the parking lot.
2. All vehicles must pull completely forward before stopping to drop off students.
3. Students must be prepared to exit the vehicle immediately upon stopping the vehicle for drop-off.
4. **The driver must remain in the vehicle at all times.** Staff and volunteers will open vehicle doors and assist students with exiting the vehicle.

IMPORTANT: Any vehicle with an OCASA Hang Tag attempting to enter the parking lot after **7:45 a.m. will be directed to park on the street and walk the student(s) onto campus** (there is NO parking available in the parking lot).

If your student is tardy, the Parent/Guardian must walk the student to the Attendance Window and check the student into school.

No use of hand-held cellphones while driving in the drop-off/pick-up line.

Pick-Up Window (M, T, W & F): 2:20 pm – 2:40 pm ONLY

Pick-Up Window (Thursday): 12:30 pm - 12:50 pm ONLY

1. The OCASA Hang Tag must be displayed in order to enter the parking lot.
2. **All vehicles must pull completely forward before stopping to pick up students.**
3. The driver must remain in the vehicle at all times. Staff and volunteers will open vehicle doors and assist students with entering vehicles. Staff will not buckle their seatbelts. Students should do this independently.

IMPORTANT: Any vehicle with an OCASA Hang Tag attempting to enter the parking lot after 2:40 p.m. will be directed to park on the street, and parents must walk onto campus to pick up their student(s) (there is NO parking available in the parking lot). Students will be checked into Beyond the Stars if they have not been picked up by 2:40 p.m. on M, T, W & F or by 12:50 p.m. on Thursdays. **There is a \$57 drop in fee for Beyond the Stars.**

No use of hand-held cell phones while driving in the drop-off/pick-up line.

EMERGENCY PREPAREDNESS

Our school has a plan in case a disaster occurs during the school day. Please review the items listed below:

1. The principal and staff will be responsible for all students until a parent or authorized person arrives. Be sure to bring a government-issued photo ID in order to pick up a child. Students will not be released to anyone without a government-issued photo ID.
2. Please DO NOT CALL the school. Information will be shared with parents as soon as possible.
3. Parents are asked to keep cell phone numbers up to date in Parent Square so that we may text you in the event of an emergency.
4. Maintain a calm appearance and positive attitude in the presence of the students.
5. If the school is evacuated, a sign will be posted on school grounds to inform community members of the evacuation center.
6. In the event of a lockdown, students will not be allowed to leave campus until an all-clear is given to the school by authorities.

LOST OR DAMAGED SCHOOL PROPERTY

If a school textbook, library book (classroom or library), iPad or laptop is lost or damaged, *it will be the responsibility of the parent/guardian to pay the school for the cost or repair of the item.* This also applies to all other school property.

REPORTING TO PARENTS

Individual parent-teacher conferences may be scheduled at any time after 2:40. Please schedule all conferences directly with the teacher so that adequate time is available for the preparation of materials needed for discussion. Teachers will also use weekly newsletters and Parent Square messaging to remain in contact with families.

Reporting periods during the school year are as follows:

- Fall Student-Led Conferences
- Spring Student-Led Conferences
- End of Semester Report Cards

CLASSROOM INTERRUPTIONS

We seek your cooperation and assistance in establishing an atmosphere conducive to the development of uninterrupted academic learning time. You can help us by:

- Keeping birthday celebrations to the last Friday of the month. Do not send balloons of any kind to school with your child.
- Birthday celebrations cannot include food items.
- Leaving lunches, projects, etc., in Mission Control (front office) for delivery to your student(s).
- **Turn off Smart Watch messaging during school hours.**
- Limiting messages to be delivered to your student(s) after school has begun.

Early Dismissal

If your student will need to leave school early for any reason, please send a note to the teacher indicating the time your student is to be dismissed from school for a medical/dental appointment. This will allow the teacher time to prepare materials to send home with your student. Please come to Mission Control to sign your student out, and we will call the classroom to have your student meet you in the office. Please be prepared to show the office staff a government-issued photo ID.

Visitors on Campus

Visitors are not permitted on campus or at school activities without prior authorization and/or for a specific purpose. All visitors (including alumni) must report to the office and sign in upon arrival. In order to better protect our students, visitors, and staff, all visitors are required to show a valid, government-issued ID. A Visitor's Badge must be worn in clear view if the presence is approved by an administrator.

VOLUNTEER POLICY

Thank you for your willingness to share your time and talents with OCASA, our staff, and our students. Without your help, many of our programs would not be possible. Please know that we appreciate your dedication to our school. While we appreciate your willingness to volunteer with OCASA, please be assured that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

The following information will help to clarify your role in the classroom and at school, as well as provide the steps necessary to become a volunteer on the campus.

How To Become Eligible To Volunteer At OCASA

Please go to Parent Square and locate the “links” section and then select “Volunteer training instructions.” Within the instructions, you will find a Live Scan fingerprint clearance form, an online volunteer training video, and volunteer confidentiality paperwork.

All volunteers must be screened and approved through the **Department of Justice and the FBI** to volunteer with students both inside and outside of the classroom. Once your fingerprints have been processed, OCASA will be notified of your status. Please check with Mission Control to determine your clearance status. This screening is required only once. However, the online training and a signed confidentiality agreement are required yearly. All volunteers must attend Volunteer Training prior to volunteering on campus.

Every time you are on campus, you must sign in through Mission Control using the check-in process. This requires your government-issued Driver’s License/State ID, which will be used to identify you through the system. You will be given a visitor’s pass for that day..

Where Can You Volunteer? There are numerous volunteer opportunities on our campus. A few examples are: Room Parent, Art Lead, Lab Assistant, Lunch Volunteer, Classroom Volunteer, Library Volunteer, Drop-Off/Pick-Up Volunteer, Mission Control support.

Please ask your student’s teacher to determine specific volunteer opportunities, as well as watch for Volunteer Requests on ParentSquare.

Health Considerations

If you are ill on the day you are supposed to volunteer, please do not come to school. As a courtesy, please notify the school or the teacher if you are unable to complete your volunteer opportunity.

Important Volunteer Guidelines

- **Confidentiality:** When volunteering, you may have access to confidential information. Volunteers are expected to maintain strict confidentiality with any information concerning students, staff or other OCASA families. This includes students’ grades, records, and abilities. Should there be any concerns related to the information that is learned, please discuss this information with your student’s teacher or the Principal. All volunteers will be asked to sign a “Volunteer Agreement” before volunteering at OCASA.
- Volunteers DO NOT discipline students. Provide “instruction or redirection” to students regarding behavior. Any discipline problems need to be reported to the teacher or the IA in the classroom.
- Volunteers must always be supervised when working with students. They may not supervise a classroom or permit for a student to leave the classroom. These are teacher/IA responsibilities.

- Volunteers do not diagnose student weaknesses and strengths, prescribe activities for students, or evaluate student progress.
- Volunteers' discussions with teachers must not interrupt class time. Please turn off your cell phones when volunteering.
- Volunteers are not to bring preschool children into the classroom during instruction time. This presents a liability issue and is disruptive to the classroom.
- Volunteers should set a good example for students by their manner, appearance, and behavior. They should be well-groomed, appropriately dressed, and maintain professional conduct/language.
- Volunteers may not give any medication to students.
- Volunteer comments should not be written on student papers.
- Volunteers should not laugh at or belittle students answers or efforts.
- Volunteers should contact ONLY school staff members with any concerns regarding students.
- Comparing and criticizing teachers, staff and students is not acceptable volunteer behavior.
- Volunteers may not hold informal parent/teacher conferences or leisure conversations with staff members or other volunteers during volunteer time.
- Volunteers may not conduct personal business at school.
- Volunteers may not take photographs of students unless permitted by a school administrator or teacher for a school project.
- Volunteers should never touch students in any way that is aggressive, disciplinary, or sexual in nature.
- All volunteers must sign in/out and wear an identifying nametag while on the school campus.

Communicating with Students

The following suggestions are provided to help you communicate with the students to get positive results:

- Be sure that the student(s) understand what you are saying. We sometimes use words that they do not comprehend.
- Keep your voice as low as possible. The students will get louder as your voice increases in volume.
- Instruct students as though you expect them to comply. Give explicit instructions, sufficient warnings, and time. For example, "Stephen, in five minutes, you will need to stop painting, clean up, and put your apron away."
- If students gain your attention and praise ONLY when they behave appropriately, they will soon learn that you expect proper conduct.
- Positive statements greatly influence students' attitudes about themselves and contribute to their success-building experiences.

Examples Of Phrases To Use To Encourage Students

- “I like the way you are working (and include an explicit description of the work).”
- “That’s right! Good for you.”
- “That’s quite an improvement.”
- “Good thinking.”
- “I’m very proud of the way you worked today.”
- “It looks like you put a lot of thinking into this.”
- “That’s respectful behavior. Thank you!”

CONDITIONS FOR CLASSROOM/SCHOOL VISITATION & REMOVAL POLICY

While OCASA encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, OCASA also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the educational environment.

1. Parents/guardians and other visitors, including children who are not students at OCASA, shall not loiter on the premises, including the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students. Parents/guardians and other visitors are expected to leave the campus premises upon conclusion of any business matters or after dropping their student off at school.
2. If a parent or guardian wishes to visit OCASA to view the educational program, the visitor must abide by the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 27, et. seq.:
3. Visits during school hours should first be arranged with the teacher and Principal or designee at least three (3) days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
4. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, his/her purpose for entering school grounds, and proof of identity. All visitors must wear a visitor’s badge while on campus.
5. The Principal or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor’s presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
6. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the

visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following posted requirements, he/she will be guilty of a misdemeanor.

Any visitor that has his/her registration revoked for fourteen (14) days may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven (7) days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy. No electronic listening or recording device may be used by students or visitors in the classroom without the teacher's and Principal's written permission.

Penalties

1. Under the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending OCASA activities for any purpose for three (3) years.

CIVILITY POLICY

Members of the Orange County Academy of Sciences and Arts staff will treat parents and other members of the public with respect and expect the same in return. The school is committed to maintaining orderly educational and administrative processes, in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school grounds.

OCASA seeks to promote mutual respect, civility, and orderly conduct among school employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a

safe, harassment-free workplace for our students and staff. In the interest of presenting school employees as positive role models to the children of this school, as well as in the community, OCASA encourages positive communication and discourages volatile, hostile, or aggressive actions. The school seeks public cooperation with this endeavor. (cf. 0410.1 Recognition of Human Diversity)

Civility Policy (AR 1315). Members of the OCASA staff will treat parents and other members of the public with respect and expect the same in return. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff.

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language which could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school property will be directed to leave school property promptly by the Principal or designee.
2. If any individual uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, he/she will be asked to communicate civilly. If corrective action is not taken by the abusing party, the school employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on school premises, the offending party will be directed to leave promptly.
3. Disruptions on the part of a staff member or behavior that would be considered insulting or demeaning towards others by a staff member would be treated as described in number two (2) above. Appropriate disciplinary action is to be taken under the current policy.

When an individual is directed to leave under such circumstances as addressed in the above, the Principal or designee shall inform the person that he/she will be guilty of a misdemeanor following California Education Code section 44811 and Penal Codes 415.5 and 626.7 if he/she reenters any district facility within 30 days of being directed to leave or within seven days if the person is a parent/guardian of a student attending the school. If an individual refuses to leave upon request or returns before the applicable period of time, the Principal or designee may notify law enforcement officials. The Principal, upon consultation with the involved parties, will determine if further action is necessary, such as written notification or a conference.

Safety and Security

1. When violence is directed against an employee or there is theft of property, employees shall promptly report the occurrence to their principal or supervisor. In addition, any attack, assault, or threat made against an employee on school/district premises at a school/district-sponsored activity should be reported to law enforcement.

2. An employee whose person or property is injured or damaged by the willful misconduct of a student may ask the district to pursue legal action against the student's parent/guardian.
3. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence. If no written policy is available at the time of the occurrence, the chief administrator may follow up with a written notification to or a conference with the individual. An employee who is a witness to a violation of this policy will immediately notify his/her supervisor and provide a written report of the incident.

PERSONAL BELONGINGS

Children should not bring personal items to school that are non-school-related. These items include toys such as Shopkins, Pokémon, or other trading cards, and fidget spinners. OCASA is not responsible for the loss of any of these items. Administration and staff may confiscate such items if they are present on the campus during class or recess.

CELL PHONES/ELECTRONICS Cell phones and/or other electronic devices such as smart watches can be in students' possession and at school under the following conditions:

1. **You may not use your cell phone and/or other electronic devices on campus, including at drop-off and pick-up. At all times, phones must be turned off.**
2. **Smart watches may be worn, but they can not be used during the day for messaging. If used for messaging purposes, they will be confiscated by a teacher or administrator.**
3. All cell phones and/or other electronic devices and accessories (including, but not limited to, earbuds, headphones, Bluetooth devices) must be turned off and stored out of sight or they will be confiscated by a teacher or administrator.
4. Cell phone/electronic device/accessory use during class is not permitted unless directed by the teacher or staff for instructional/educational purposes only.

ANIMAL POLICY

Personal pets and animals are only allowed on campus with prior approval from the Principal. Please do not bring your dog or other animal while dropping off/picking up your student, while volunteering, or on field trips.

Service and Emotional Support Animals Service animals, as defined by the Americans with Disabilities Act, are permitted on campus. A "service animal" is any dog/horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

The inquiries that can be made when someone shows up with an alleged service animal are: (1) if the animal is required because of a disability, and (2) what work or task the animal has been trained to perform. However, these inquiries will not be made if it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (for example, it is usually pretty obvious when an individual is using a seeing-eye dog). A person who knowingly and fraudulently represents that an untrained dog is a service dog may be guilty of a misdemeanor and/or fined. (28 CFR sections 35.104, 35.136, 36.104; 36.302; Cal. Penal Code section 365.7)

A “support animal” whose sole function is to provide comfort and emotional support does not qualify as a service animal under the Americans with Disabilities Act. The protections and access granted to service dogs under the law are not extended to support animals. Therefore, OCASA will deny campus access to emotional support animals unless specified by a student’s IEP or 504 plan.

CLOSED CAMPUS

Students are not permitted to leave campus once they arrive, for any reason, without permission granted through the office. Students may ONLY leave campus with an adult designated on their EMERGENCY INFORMATION/MEDICAL RELEASE. THE PARENT/GUARDIAN OR EMERGENCY CONTACT PERSON MUST PRESENT A VALID ID TO PICK UP THE STUDENT.

Any person who enters the campus during the day may be approached for safety reasons. Any person who brings a student an item during the day should label it and drop it off at Mission Control. All visitors must report to Mission Control immediately upon arrival at the school. Please refer to the VISITORS ON CAMPUS section of the Parent/Student Handbook.

CLASSROOM CHANGES

School-initiated changes related to class placements or class withdrawals will be made at the discretion of the principal or his/her designee. Any other class placement changes will take place only at the end of each semester in preparation for the upcoming semester.

SNACK, BREAKFAST & LUNCH POLICY

Food and drinks must be consumed in designated areas, with the exception of approved activities. Littering is unacceptable.

Students are to eat only in the designated eating areas on campus. Any food/beverages removed from designated areas will be confiscated and discarded. Eating in a teacher's classroom requires prior approval from said teacher. Students are expected to deposit trash in the receptacles provided.

All outside food must be pre-approved by and checked in at the office. Outside food must not be shared with other students without prior approval from an administrator.

Please do not send candy or high-sugar snacks with your student. AS A REMINDER, WE ARE A NUT-FREE CAMPUS. Please do not send any food containing nuts.

DRESS CODE

If students come dressed inappropriately, the parent/guardian will be notified of the student dress code violation. The Administrative Staff will make the final interpretation of the Dress Code and personal grooming.

General Expectations

- The Orange County Academy of Sciences and Arts (OCASA) dress policy is designed to ensure that students are well prepared for academic and social success, appropriate for all school activities and learning.
- Students are required to maintain a clean, neat, and healthy personal appearance.
- Parents are expected to support the school dress policy by making sure their children leave home properly groomed and dressed for school.
- Children's appearances should not be distracting to the educational process.
- Children must NOT wear Heelys or anything other than shoes that have wheels on the bottom in order to protect everyone's safety.
- Uniforms must be neat, clean, and in good condition. No torn or ripped jeans/pants.
- There are no age-specific requirements. For example, if a 5th grader would like to wear a shift dress, that is the student's choice/family choice, but it must be worn with the shirt and tie in that option.
- If an undershirt is worn, it must match the outer shirt. For example, if a child chooses to wear a camisole/tank top/undershirt under a white button-down, it needs to be white.
- Free dress days/themed dress days are at the discretion of the administration and will be announced via Parent Square.
- The school administration may announce Spirit Wear days throughout the year. On these days, students are permitted to wear shirts, sweatshirts, and accessories sold through the Spirit Wear committee. Students must still wear uniform bottoms, unless otherwise specified.

Uniform Supplier

- Uniforms may be purchased from any vendor as long as they match the color and style requirements outlined below. The school logo is not required on any item.
- All uniform items may be purchased through Land's End using our [Custom Shopping Site](#).
- Band colored T-shirts are available for purchase through [ShopOcasa.org](#) and PTSA-sponsored sales throughout the school year.

Required Uniform Items

Option 1

- Grey pants
- White button-down Oxford shirt (short sleeve), tucked in
- Long plaid tie
- 3 black sweater options: cardigan, v-neck, or vest (optional)
- Black belt
- Grey, white or black solid socks
- Grey, black, white or royal close-toed shoes

Option 2

- Plaid shift dress with short or long-sleeved Peter-pan collared shirt
- Cross-over black tie
- Grey or black modesty/bike shorts are required underneath
- Black cardigan (optional)
- White, grey, or black tights OR
- White, grey or black solid colored socks
- Grey, black, white, or royal closed-toed shoes
- Plaid/matching hair accessories (optional)

Option 3

- Plaid skirt, Plaid Skort, or Grey Skort
- Feminine or unisex Oxford button-down shirt with logo, tucked into a skirt
- Long plaid tie
- Grey or black modesty/bike shorts underneath
- 3 black sweater options -cardigan, v-neck, or vest (optional)
- White, grey, or black tights OR
- White, grey or black solid colored socks
- Grey, black, white, or royal closed-toed shoes
- Plaid/matching hair accessories (optional)

Optional Uniform Items

- Shorts (grey or black)
- Skort (grey with built-in black modesty/bike shorts)
- Pants (grey or black)
- White, grey, or black leggings under a dress or skirt
- Polo shirt with or without logo (royal, grey, or white)
- 3 black sweater options with or without logo - cardigan, v-neck, or vest
- Microfiber jacket (royal)
- Fleece jacket (black)
- Socks can be white, grey, black, or royal
- Plaid/matching hair accessories

ATTENDANCE

Excused Absences

Please call Mission Control or report absences using Parent Square every day that your student is absent. If Mission Control does not receive a phone call/notice from a parent/guardian, staff will attempt to make contact via email.

Pupils are excused if absent because of illness or other justifiable cause. Children should not be sent to school when they are not feeling well or have a fever. If a pupil becomes ill or is injured at school, you will be called to pick him/her up. Students will be given ample opportunity to make up work that is missed. If your child is absent for 3 or more days, you may request class work from the teacher.

Excused Absences. California Education Code 48205 states the following absence types are excused:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. To have medical, dental, optometric, or chiropractic services rendered.
4. To attend the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For jury duty.
6. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or when the student's absence has been

requested in writing by the parent or guardian and approved by the principal or a designated representative under uniform standards established by the governing board.

8. To spend time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment in a combat zone or combat support position. Immediate family means the parent or guardian, brother or sister, grandparent and any other relative living in the household of the pupil.
9. To attend the pupil's naturalization ceremony to become a United States citizen

Unexcused Absences

Unexcused absences include but are not limited to:

1. Family vacations/reunions
2. Religious retreats that exceed four (4) school hours per semester
3. Theme Park excursions
4. Non-school-related sports events/competitions
5. Cruises, trips to the river, Mexico, beach trips, etc.
6. Acting, movie, or commercial shoots
7. Theme camps (i.e., cheer camp, dance camp, baseball camp, etc.)
8. Other activities not enumerated under California Education Code 48205 that are deemed unexcused by the principal or a designated representative according to uniform standards established by the governing board.

Method of Verification

When absent, tardy truant, or truant students return to school, they/their parent/guardian must present a satisfactory explanation verifying the reason for absence. The following methods may be used to verify student absences:

1. Phone call from parent/guardian providing student name, name of parent/guardian, reason for absence, and date(s) of absence on the day of the absence/tardy truancy..
2. Written and signed note from parent/guardian with student name, parent/guardian name, reason for absence, and date(s) of absence/tardy truant with 48 hours of returning to school.
3. Visit to the student's home by verifying the 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 information outlined above.
4. Healthcare provider's note of illness, medical service, or appointment. While the School may contact the health care provider to verify the appointment time, but will not ask the purpose of such appointment(s).

NOTE: When a student has any combination of **absences and or truant tardy for over 14 times** in the school year for illness verified in methods 1-3 directly above and without a health care provider's note, any further absences and/or truant tardies for illness or medical/dental

appointments must be verified by a healthcare provider. Therefore, it is highly recommended that parents/guardians obtain a provider note when their student has medical or dental appointments or is seen for illness. After 14 instances, students will be considered unexcused absences.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students are encouraged to schedule appointments outside of school hours.

Chronic Absences

Chronic absenteeism directly impacts student academic and social-emotional growth. Excessive Excused Absences Education Code Section 60901[c][1] defines students with chronic absenteeism as excessive excused absences as a Chronic Absentee. A Chronic Absentee is a student who is absent 10 or more days per semester (includes both excused and unexcused absences/tardies) or 10% or more total days based on total days students are enrolled in the school year.

Our school's chronic absenteeism rate is published on the California Dashboard.

Truant

Truancy directly impacts student academic growth and social-emotional growth. Late arrivals directly impact relationship development and crucial instructional time. Pursuant to State Law (Education Code 48200 et. Seq., Penal Code 272), all students 6-18 years old are required to attend school. Students are considered truant if they are absent from school for three days in one school year without a valid excuse or are tardy for more than 30 minutes during the school day without a valid excuse. Truant Repeated is identified by Education Code 48261 as repeatedly truant if a student is again absent or tardy without a valid excuse one or more days.

Habitually Truant

Education Code 48262 deems a student habitually truant if they have been reported truant three or more times per school year.

Any absence that has not been verified within 48 hours of the student's return will automatically be converted to an unexcused absence.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a message home to the parent/guardian. 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 message home to the parent/guardian. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letters sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor and/or school psychologist regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a Truancy Letter #3," and will be asked/invited to attend a meeting or assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of administrators and other certified personnel. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardiness can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance, or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the

authority to order one or more of the following consequences for non-compliance with the terms of the contract:

- i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After-school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school store privileges
 - vii. Loss of school event privileges
 - viii. Mandatory Saturday school
 - ix. Required remediation plan as set by the SART
 - x. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
 7. For all communications outlined in this process, the School will use the contact information provided by the parent/guardian in the registration packet. It is the parents' or guardians' responsibility to update the School with any new contact information.
 8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the Student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

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

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

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

Involuntary Removal Process

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

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

MEDICATIONS

If a student is ill, it is the responsibility of the parent to seek medical assistance. In the event of an emergency, the school may contact an appropriate emergency professional for assistance. Only prescribed medication may be administered during class periods, if necessary.

ALL PRESCRIPTION and ALL NON-PRESCRIPTION MEDICATIONS (aspirin, topical ointments, etc.) must be brought to school in their original packaging, left in the front office, and administered by designated school personnel. A student may not take non-prescription medication by himself/herself.

A parent consent form with doctor's approval must be on file in the office for administering ALL PRESCRIPTION and ALL NON-PRESCRIPTION MEDICATIONS. The school assumes no liability for possible complications that may arise. AT NO TIME is a student or non-authorized faculty or staff member permitted to provide or administer prescription or non-prescription medication to another student.

LEAVING SCHOOL DUE TO ILLNESS A student needing to leave the premises during the school day due to illness MUST first report to the office. Students may ONLY leave campus with an adult designated on their EMERGENCY INFORMATION/MEDICAL RELEASE form.

FIELD TRIPS

School-approved field trips may be a part of class activities at OCASA. Permission slips will be provided and must be returned to the coordinating school staff member. School dress code and code of conduct rules are in effect for all field trips. Field trips may have attendance criteria, including grades and citizenship.

The Executive Director or principal may exclude students from field trips or excursions if the student would pose a safety or disciplinary risk, for violation of the code of conduct, or violation of the school's attendance policy described above.

PERSONALIZED LEARNING PLAN (PLP)

Every student who attends OCASA is actively involved in his/her education. Therefore, the student and/or parent (or guardian) must provide an update to his/her PLP at least once per semester. Development of the PLP will be based on student academic data and social/emotional/behavioral needs.

POSTERS/ADVERTISEMENTS

Any student or group wishing to post or distribute notices or advertisements of any kind on school property must present them to the Principal for approval. Postings without approval will be removed and discarded.

YEARBOOK

Yearbook sales will be announced throughout the year and may be sold during registration and at other designated times.

LOST & FOUND

OCASA is not responsible for lost or damaged articles. All lost items may be claimed before or after school. At the end of the month, all clothing items remaining in Lost and Found that have not been claimed will be donated to charity.

DEBTS

School debts are submitted to the office and entered into the student's account. This account then becomes "frozen" until all debt is resolved. Examples of debt include, but are not limited to: lost, damaged, non-returned school club fundraising debts, and returned checks. To clear this debt, the item(s) and/or payment must be submitted to the office. Additionally, participation in school-sponsored extracurricular activities may be prohibited until debt is resolved. If there is a discrepancy, please check with the office.

Returned Checks

Use of the payment system through ParentSquare is the requested manner of resolving any debt. Please resolve any returned checks immediately. Cash or money order must be returned

to the office to cover the amount of the check, plus the bank fee. Returned checks are a debt on the student's account. Failure to resolve the matter promptly may result in the student's loss of purchased items in order to recover funds from returned checks (e.g., yearbook, etc).

ACADEMIC HONESTY

Academic honesty is a fundamental principle of scholarship. Academic dishonesty includes, but is not limited to, such things as cheating, inserting false information or citations, plagiarism, and helping someone else commit any such act.

The content of research papers is expected to provide a means to distinguish a student's work from the work and ideas of others. Credit must be given to the source of the ideas or words of another. Students are expected to do their work on tests and on independent homework assignments, and assisting other students is only permitted with the permission of the assigning teacher and/or peer tutors.

Students will be encouraged to learn together, for example, in study groups, furthering their knowledge and understanding by interaction, cooperation, and sharing. However, evidence of that learning demonstrated by work to be assessed by the teacher will be the responsibility of the individual student and is to be arrived at independently.

OCASA considers plagiarism and falsification of documents, including documents that are not academically related, a serious matter and will result in disciplinary and/or academic consequences.

Cheating is using or attempting to use unauthorized materials, information, or study aids in an academic exercise. Plagiarism is representing the words or ideas of another as one's own in an academic exercise. Any student who helps another student fabricate, cheat, or plagiarize will be considered to have committed the same offense.

Consequences may include, and are not limited to:

- Written warning of misconduct by the teacher and/or Administration, parental contact, and a zero on the assignment.
- Call the parent/guardian of the student by the teacher and/or the Administration
- Recommendation for Disciplinary Probation, Suspension, or Removal from OCASA.
- The school may impose appropriate consequences at any stage deemed necessary.

LIBRARY USE

OCASA has a designated library space located on the upper campus. Students will visit the library with their class throughout the year and are permitted to borrow books following OCASA's library procedures.

Circulation Policy

- Student Patrons may check out one book at a time during their library visit.
- If a patron does not return their borrowed book during their visit, they can not check out another book.
- There are no fines for an overdue book; however, parents will begin receiving notice of overdue books after 30 days
- Teachers are notified regularly of all books loaned out to students; parents who wish to know their child's library checkout status should check first with their child's teacher

Lost or Damaged Materials Policy

- If a book has not been returned after 30 days, library volunteers will send a notification reminder to families via Parent Square that the book is past due.
- Items overdue for more than 90 days are considered lost. At this time, the library volunteer will change the status from 'overdue' to 'lost.' All school library patrons who lose library materials will be notified and charged the following:
 - \$10 flat fee for any original CUSD book or book donated to the library.
 - Original retail price of the lost item if the item was purchased with Scholastic Dollars
 - As an alternate, an exact replacement copy hardback bound only may be donated to the library instead of a fine.
- Receipts will be given for fees paid, and records will be kept in the school library system so that refunds may be provided if the items are found and returned in good condition before the end of the school year in which they were lost.
- Refunds may not be given in future school years, as it is reasonable to expect that the money has already been spent on a replacement or alternative item.
- If an item is returned in a condition such that it cannot be repaired and returned to circulation, and this condition is due to negligence on the borrower's part, then the patron will be charged the retail cost of the item or as an alternative, be replaced by the borrower in hardbound form. Examples of irreparable damage include:
 - Water damage (including moderate water staining/warping)
 - Damage to the spine/binding that was not identified and noted by library staff before borrowing
 - Significant writing, drawing, or marking-up of pages
 - Significant page or cover tearing

- If a student exits the school, Mission Control will check library records for any outstanding books and notify parents of any book a student still has in circulation, requesting the return of the book.

iPad USE

The purpose of iPad use is for academic pursuits. iPad users have a right to expect a quiet, clean environment that is conducive to learning. These guidelines are intended to outline the responsibilities of use on the campus of OCASA.

1. No food, drinks, or chewing gum are permitted in a classroom where computers/iPads are in use.
2. Students may only use the computers/iPads when supervised by a staff member.
3. The use of profanity and loud conversations is not permitted, as it is a disturbance to other users. Students may not listen to music without staff permission.
4. Users are responsible for saving documents on their own Google Drive.
5. Downloading or installing programs on the devices is strictly prohibited. Any information saved or installed on the devices will be removed.
6. Use of devices to view or download materials may require the user to demonstrate his/her educational or research purpose for such use.

INTERNET/TECHNOLOGY POLICY

OCASA recognizes that local and wide area network services offer a wide variety of opportunities to further goals and objectives and, therefore, provides network access to its staff and students. Access to this vast resource of information is an opportunity requiring responsible use by each individual. As such, every OCASA user should act ethically and legally consistent with OCASA's goals and objectives and should conform to appropriate use and network etiquette that includes being polite, using appropriate language, and respecting the privacy of others.

The local and wide area networks provided by OCASA include networked computers in offices, schools, and other facilities, and the Internet, which gives access to computers around the world.

Opportunities provided by this network may include:

1. Access to information from sites around the world.
2. Discussion groups on a wide variety of topics consistent with OCASA's goals and objectives.
3. Research and distance learning.
4. Development of curriculum-related projects for publication on the World Wide Web.

Users of OCASA network services should remember that the level of confidentiality of OCASA computers may not be the same as that expected when using their own equipment or Internet services. E-mail files and other Internet records may be examined for educational and administrative purposes and to verify that acceptable-use guidelines are being followed. OCASA has taken reasonable steps to ensure that network use is only for activities that support OCASA's goals and objectives. Use of the OCASA network or the Internet is a privilege that may be revoked at any time for inappropriate conduct.

ONLINE CONDUCT

Inappropriate conduct includes, but is not limited to:

1. Using the network for illegal activities, including unauthorized installation, use, storage, or distribution of copyrighted software or materials in violation of copyright laws.
2. Using the network for personal financial or commercial purposes.
3. Using the network for political activities.
4. Accessing or distributing files that contain pornographic materials or obscene or harmful matter as defined in California Penal Code Section 313 (a).
5. Unauthorized use of another individual's name or password, or allowing another user access to your account or password.
6. Providing another individual's e-mail address or other personal information.
7. Violating privacy rights and/or accessing information of other individuals.
8. Vandalizing equipment or data.
9. Sending or exchanging messages that are inconsistent with OCASA policies.

Online Responsibility

As a user of the OCASA wide area and local area networks, I agree to:

1. Report any known misuse of the network to the responsible person.
2. Use my network access in an acceptable manner, following all district rules and regulations regarding network use, including being polite, using appropriate language, and respecting others' privacy.
3. Use online time and other network resources efficiently.

Students who violate the Network/Internet Acceptable Use Agreement, misuse electronic resources, or violate state or federal laws may be subject to disciplinary action, including loss of access privileges and/or legal action.

Cell Phones and Smart Watches

Cell phones and smart watches are not permitted during the school day because they disrupt the learning environment. All cell phones must stay in the student's backpack. If a

student uses their smart watch to send and receive messages, they will be asked to give the watch to the classroom teacher until the end of the day. Repeated use of a cell phone or smart watch during the school will result in the device being brought to the office for parent pick up. If a student needs to make a phone call they must ask a teacher and use a school phone.

STUDENT SUCCESS TEAM

To support the positive actions of the vast majority of students, OCASA School administrators and teachers are committed to assisting and working with the student(s) and parent(s) as needed to help build strategies for student success using Multiple Tiers of Systems and Supports (MTSS). MTSS includes universal instruction, supplemental instruction, and intensive instruction, based on student needs. This goal is often accomplished with the assistance of a student success team (SST), which is a compilation of administrators, teachers, counseling department personnel, parents, and students when appropriate.

What is the Student Success Team (SST)?

The Student Success Team is a group of people at the school who utilize a problem-solving approach to an attempt to help students to be more successful in school, at home, and in the community. The philosophy of SST is based on the belief that the school, home, and community need to work together to assist the student with obstacles to his/her success in school. The Student Success Team is a group of people at the school who utilize a problem-solving approach grounded in MTSS in an attempt to help students to be more successful in school, at home, and in the community. The SST often includes the classroom teacher and the Administrator. Others may be asked to attend if it is believed they may assist the student in moving forward with their academic or behavioral progress.

What Makes an SST Meeting Necessary?

A student should be considered for an SST meeting when there are significant concerns about a student related to education, emotional issues, social adjustment, retention, chronic truancy, tardiness, etc.

An SST meeting should also be considered when it is seen as useful to bring the significant people in the life of the student together for discussion and planning. Students can be referred directly by their parents/guardians or by their classroom teachers.

The SST is also responsible for looking at those students who may be referred for formal assessment and consideration for Special Education services.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT PLAN

Belief in the individual's capability for behavioral change leads OCASA School administrators and teachers to a commitment to assisting the student in improving him/herself as both a student and a member of the school community. The possibility for constructive change of behavior is based on the recognition and acceptance of the idea of individual responsibility.

Behavioral issues in the classroom will be handled by the teacher. If behavior does not improve, then the student will be referred to an Administrator or his/her designee. The student, his/her parent/guardian, and an Administrator will create a positive behavior support plan to best meet the needs of the individual student. OCASA uses a Positive Behavior Interventions and Support (PBIS) plan with Multiple Tiers of Systems and Supports (MTSS).

Tier 1: Universal Behavior Supports

ACTION - Individuals Responsible

- Classroom Instruction - Teacher/IA
- Firm, fair, and corrective behavior management in the classroom - Teacher/IA
- Positive and proactive de-escalation in the classroom - Teacher/IA
- Effective classroom management - Teacher/IA
- Positive reinforcement - Teachers & Staff
- Active monitoring and supervision in and out of the classroom - Teachers & Staff
- Positive and negative parent phone calls - Teachers & Staff

Tier 2: Supplemental Behavior Supports

ACTION - Individuals Responsible

- Daily Check-in/Check-out - Teacher, IA, Counselor, School Psychologist, BCBA, BIA
- Weekly parent phone check-in - Parent, Teacher, Admin
- Weekly parent classroom observation - Parent, Counselor, BCBA, BIA
- Peer mediation - Peer Counselors, Students, Counselor, BCBA, BIA, Admin
- Student Success Team - Student, Parent, Teacher, Counselor, BCBA, Admin
- Initial behavior contract - Student, Parent, BCBA, BIA Admin, Teacher
- Other support as needed

Tier 3 Targeted & Intensive Behavior Support

ACTION - Individuals Responsible

- Daily Check-in/Check-out - Teacher, IA, Counselor, BCBA, BIA, School Psychologist, Education Specialist

- Daily Check-in/Check out shared via parent square - Parent, Teacher, School Psychologist, BCBA, Education Specialist
- Weekly parent classroom observation - Parent
- Peer mediation - Peer Counselors, Students, Admin, School Psychologist, BCBA, BIA, Education Specialist
- Official behavior contract and/or Final behavior contract - Student, Parent, Admin, Teacher, School Psychologist, BCBA, BIA Education Specialist
- Individual Education Plan/504 Team - Student, Parent, Teacher, Counselor, School Psychologist, Admin, BCBA, Education Specialist
- Follow-up contract meeting - Student, Parent, Admin, School Psychologist, BCBA, Education Specialist

FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) DIRECTORY INFORMATION POLICY AND “OPT-OUT” NOTICE

“Directory information,” which is defined as set forth below, may be released to requestors in limited circumstances by Orange County Academy of Sciences and Arts (OCASA), without additional notice to you, unless you timely “opt out” of such disclosures, in writing. The primary purpose of directory information is to allow the OCASA to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing the weight and height of team members.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. Except for a release of directory information under these two federal laws, this school’s policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we may release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

If you do not want OCASA to disclose your contact and other directory information from your child’s records to such requests without your prior written consent, you must notify us in writing by October 15, 2025.

OCASA has designated the following information as directory information:

- Parents'/guardians' names;
- Address;
- Electronic mail address;
- Phone number;
- Dates of attendance;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

CODE OF CONDUCT & DISCIPLINARY PROCEDURES

OCASA establishes policies, procedures, and guidelines to promote an environment reflective of the school's mission, purpose, and core values. The governance of the school will provide the structure, support, and order necessary for students to develop their talents and skills to the best of their ability. Students can achieve more and grow when clear and consistent policies and guidelines are established. Our goal at OCASA is to help each student become a productive and effective citizen in our society. We know the vast majority of students will work toward this goal by respecting the rights of others, respecting personal and school property, and practicing acceptable patterns of behavior and courtesy.

The guidelines and expectations that are found in this handbook are in effect on school grounds, off campus during school hours, at school-sponsored functions, or while traveling to or from school activities.

Student Discipline

The policy of our school is to expect good conduct and courtesy from our students at school, on the playground, and while traveling to and from school. Parents, teachers, and school staff have the responsibility to communicate these expectations to our students. It is important that we maintain a safe and healthy school/classroom climate conducive to learning. Students enrolled at OCASA are expected to conduct themselves in such a way as to show at all times that they understand and accept school policies and rules regulating student behavior.

Discipline at OCASA means the ability of students to regulate their behaviors in a manner that meets the communicated expectations. Discipline should not be viewed as a punitive consequences for not meeting behavioral expectations. Restorative practices and natural

consequences are implemented when behavioral expectations do not meet the suspension/expulsion threshold. The progressive nature of natural consequences may require additional restorative supports as well as opportunities to reflect on how they can work towards regulating their behaviors to meet communicated expectations.

To support the development of student discipline on our campus, we implement positive behavior interventions, which may include our STARS program, Rocket Blasts, Peer Mediation, Conflict Mediation, and restorative practices.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent 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 inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the School issues a final decision.

Student Rights

- Students have the right to be themselves at school.
- Students have the right to be respected and treated with kindness.
- Students have the right to be safe at school.
- Students have a right to tell their side of the problem before a consequence is given.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING POLICY

The Board of Directors of the schools believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the schools prohibit any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is

based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors promptly. The staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Other types of conduct that are prohibited in school and at school-related functions and activities that may constitute harassment include:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual's body.
4. Sexually degrading words are used to describe an individual.
5. Display of sexually suggestive gestures, objects, or pictures.
6. Any act of retaliation against an individual who reports a violation of the school's harassment complaint.
7. Statements made about gender, race, ethnic group, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes.

Definitions

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or using an electronic device, and including one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating 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 pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, 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 to damage that person's reputation.

Electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, using an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

A reasonable pupil is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or a person of his or her age with his or her exceptional needs.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to an administrator or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

OCASA acknowledges and respects every individual's right to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

OCASA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of OCASA, the Director or designee will promptly initiate an investigation. After the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location on campus.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Director or designee's resolution unsatisfactory, he/she may, within five (5) school days of the date of the resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated school employees who are unfamiliar with the case and who have been previously selected and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in OCASA Student Discipline Policy.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law

The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at Orange County Academy of Sciences and Arts. In creating this policy, Orange County Academy of Sciences and Arts has reviewed Education Code Section 48900 et seq., which describes the non-list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. Orange County Academy of Sciences and Arts is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Orange County Academy of Sciences and Arts' policy and procedures for student suspension and expulsion, and it may be amended without the need to amend the charter so long as the amendments comply with legal requirements. Orange County Academy of Sciences and Arts staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be included as part of the Student Handbook and will clearly describe discipline expectations, including a description of how it will be updated and maintained. Corporal punishment shall not be used as a disciplinary measure against any student at any time. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Orange County Academy of Sciences and Arts administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Procedures are available upon request at the Principal's office.

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

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

disability, or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used violence upon another person, except in self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and vapes. This section does not prohibit the use of his or her prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
2. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - a. Knowingly received stolen school property or private property.

- b. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- c. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- d. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding to prevent that student from being a witness and/or retaliating against that student for being a witness.
- e. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- f. Engaged in, or attempted to engage in, hazing. For this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to another person.
- g. Made terrorist threats against school officials and/or school property. For purposes of this section, “terrorist threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage over one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her safety or his or her immediate family’s safety, or the protection of school property, or the personal property of the person threatened or his or her immediate family.
- h. Committed sexual harassment, as defined in Education Code Section 212.5. For this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to hurt the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of the grades K to 8, inclusive.
- i. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of the grades K to 8, inclusive.
- j. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of the grades K to 8, inclusive.

- k. Engaged in an act of bullying, including, but not limited to, bullying using an electronic device. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or using an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student or students (including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or a person of his or her age with exceptional needs) in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Orange County Academy of Sciences and Arts.
 - v. "Electronic Act" means the creation and transmission originated on or off the school site, using an electronic device, including, but not limited to, a telephone, wireless telephone, tablet, or other wireless communication device, or computer for communication, including, but not limited to, any of the following:
 - vi. A message, text, sound, or image.
 - vii. A post on a social network Internet Web site, including, but not limited to:
 1. Posting to or creating a burn page. A "burn page" means an Internet website created to have one or more of the effects as listed in subparagraph i) above.
 2. Creating a credible impersonation of another actual pupil to have one or more of the effects listed in subparagraph i) above. "Credible impersonation" means to knowingly and without consent impersonating a pupil to bully the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile to have one or more of the effects listed in subparagraph i) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 4. Notwithstanding subparagraphs 1) and 2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- I. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline under subdivision (1).
 - m. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined that the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used violence upon another person, except in self-defense.
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property.

- l. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding to prevent that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in, hazing. For this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For this section, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property. For this section, “terrorist threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage over one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate, and prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her safety or his or her immediate family’s safety, or the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r. committed sexual harassment, as defined in Education Code Section 212.5. For this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to harm the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of the grades K to 8, inclusive.
- s. Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of the grades K to 8, inclusive.
- t. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights

by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of the grades K to 8, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying using an electronic act.
- v. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or using an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Orange County Academy of Sciences and Arts.
 - v. “Electronic Act” means the creation and transmission originated on or off the school site, using 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, 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 website created to have one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil to have one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonating a pupil to bully the pupil, and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile to have one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

- d. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline under subdivision (1).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
5. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined, under the procedures below, that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
6. If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or the Orange County Academy of Sciences and Arts employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency exists. An “emergency” involves a clear and present danger to the lives, safety or health of students or Orange County Academy of Sciences and Arts personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be allowed to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Orange County Academy of Sciences and Arts officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Orange County Academy of Sciences and Arts officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined that a suspension period shall be

extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel A student may be expelled either by the Orange County Academy of Sciences and Arts Board following a hearing or by the Orange County Academy of Sciences and Arts Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of Orange County Academy of Sciences and Arts' governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Orange County Academy of Sciences and Arts Board for a final decision on whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days before the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of Orange County Academy of Sciences and Arts' disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Orange County Academy of Sciences and Arts to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Orange County Academy of Sciences and Arts may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Orange County Academy of Sciences and Arts or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Orange County Academy of Sciences and Arts must also provide a room separate from the hearing room for the complaining witness's use before and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit the time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Before a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Orange County Academy of Sciences and Arts must present evidence that the witness' presence is both desired by the complaining witness and will be helpful to Orange County Academy of Sciences and Arts. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the complaining witness in any way. Nothing shall preclude the presiding officer from

exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing any witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room using closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel, determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) notice of the specific offense committed by the student; and b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Orange County Academy of Sciences and Arts.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) the student's name; and b) the specific expellable offense committed by the student.

Disciplinary Records

Orange County Academy of Sciences and Arts shall maintain records of all student suspensions and expulsions at Orange County Academy of Sciences and Arts. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Orange County Academy of Sciences and Arts, as the OCASA Board's decision to expel shall be final.

Expelled Pupils/Alternative Education Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs, including, but not limited to, programs within the County or their school district of residence. Orange County Academy of Sciences and Arts shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from Orange County Academy of Sciences and Arts shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date no later than one year from the date of expulsion when the pupil may reapply to Orange County Academy of Sciences and Arts for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Orange County Academy of Sciences and Arts shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Orange County Academy of Sciences and Arts' capacity at the time the student seeks readmission.

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

1. Notification of County

(if a public school of the County for purposes of special education)

Orange County Academy of Sciences and Arts shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student who Orange County Academy of Sciences and Arts or the County would be deemed to know that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation to prevent recurrence. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Orange County Academy of Sciences and Arts, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's

IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- A. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or
- B. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Orange County Academy of Sciences and Arts, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Orange County Academy of Sciences and Arts, the parent, and relevant members of the IEP/504 Team determine that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- A. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such a child, provided that the Orange County Academy of Sciences and Arts had not conducted such an assessment before such determination before the behavior that resulted in a change in placement;
- B. If a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and c. Return the child to the placement from which the child was removed, unless the parent and the Orange County Academy of Sciences and Arts agree to a change of placement as part of the modification of the behavioral intervention plan, or if the child poses a significant threat to the students or staff.

If the Orange County Academy of Sciences and Arts, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Orange County Academy of Sciences and Arts may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or the Orange County Academy of Sciences and Arts believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Orange County Academy of Sciences and Arts, the hearing office shall determine whether the student shall remain in the interim alternative

educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Orange County Academy of Sciences and Arts agree otherwise.

5. Special Circumstances

Orange County Academy of Sciences and Arts personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- A. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities under IDEA and who has violated the Orange County Academy of Sciences and Arts' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Orange County Academy of Sciences and Arts knew that the student was disabled before the behavior occurred.

The Orange County Academy of Sciences and Arts shall be deemed to know that the student had a disability if one of the following conditions exists:

- A. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Orange County Academy of Sciences and Arts supervisory or administrative personnel or to one of the child's teachers, that the student needs special education or related services.
- B. The parent has requested in writing an evaluation of the child.
- C. The child's teacher, or other Orange County Academy of Sciences and Arts personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child,

directly to the director of special education or to other Orange County Academy of Sciences and Arts supervisory personnel.

If the Orange County Academy of Sciences and Arts knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Orange County Academy of Sciences and Arts had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Orange County Academy of Sciences and Arts shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Orange County Academy of Sciences and Arts pending the results of the evaluation.

The Orange County Academy of Sciences and Arts shall not be deemed to know that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined not to be eligible.

STATE TESTING NOTIFICATION

California Department of Education

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

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

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

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

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

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

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

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

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

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

CAASPP: California Science Test (CAST)

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

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

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

CAASPP: California Alternate Assessment (CAA) for Science

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

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

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

CAASPP: California Spanish Assessment (CSA)

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

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

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

ELPAC

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

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

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

Alternate ELPAC

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

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

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

Physical Fitness Test

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

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

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