

Family Handbook 2023-2024



ORANGE COUNTY CLASSICAL ACADEMY

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SECTION 1: INTRODUCTION

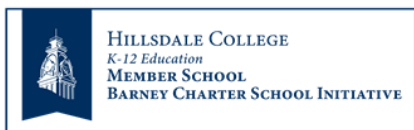
Mission

The Mission of the Orange County Classical Academy is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

Core Virtues

Responsibility • Respect • Courage • Courtesy • Honesty • Citizenship (Lower School) Prudence
• Fortitude • Justice • Temperance (Upper School)

Hillsdale College Licensing Agreement



The Barney Charter School Initiative (BCSI) is a project of Hillsdale College devoted to the education of young Americans. Through this initiative, the College supports the launch of K-12 charter schools. These schools will train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Reform of American public education, to be successful and good, must be built on a foundation of classical liberal arts learning—the kind of learning best suited to a free society and most needed for its preservation. BCSI is an important step in that direction.

To advance the founding of classical charter schools, Hillsdale College works with select school founding groups of local citizens who care deeply about education, who plan to apply for a charter, and who prove themselves capable of starting and governing a school. When a founding group's interests and abilities are a good match, BCSI will assist in creating and implementing the school's academic program, providing the curriculum design and teacher training. This support, along with guidance on the shaping of a vibrant and ennobling school culture, will provide the foundation for these new schools to promote a liberal and civic education in America's public schools.

Orange County Classical Academy is a BCSI affiliate school. OCCA uses BCSI's curriculum program guide and directly receives professional development training from BCSI. For more information on the Barney Charter School Initiative, visit <https://k12.hillsdale.edu/>.

Affiliation with Barney Charter School Initiative

Orange County Classical Academy (OCCA or Charter School) has an Agreement with Hillsdale's Barney Charter School Initiative (BCSI) that establishes the OCCA within a family of schools that are a part of BCSI. The following extract from our BCSI agreement is provided to help faculty and staff understand OCCA's relationship with BCSI.

Consultation with BCSI

OCCA shall look to BCSI as the first and primary source of models, resources, and guidance on the development and operation of Charter School's academic program, including, without limitation, the academic mission, academic policies, curriculum, and teaching practices, consistent with the terms and conditions of Charter School's approved charter application. In all instances, the terms and conditions of Charter School's approved charter application shall control. BCSI may, at BCSI's discretion, provide advice to OCCA with respect to strategies for the operation of Charter School (including, without limitation, with respect to improving the performance or progress of students attending Charter School); provided, however, the decision whether to implement any particular strategy (whether suggested by BCSI or not) shall be made solely by OCCA, and OCCA shall not be required to implement any strategy suggested by BCSI.

Development of Curriculum

BCSI shall provide to OCCA a general model for a curriculum of a charter school. BCSI shall provide assistance with the development of the curriculum of Charter School by supplying sample statements of principles, course outlines, suggesting resources, and reviewing and commenting on the proposed curriculum and teaching materials prepared by Charter School. All decisions with respect to the curriculum and teaching materials of Charter School shall be made solely by OCCA and shall be consistent with applicable laws and regulations and with the approved charter application for the Charter School.

A Note from the Headmaster

Dear Families,

Welcome to Orange County Classical Academy (OCCA), and thank you for choosing OCCA among the many schooling options you have. The mission of OCCA is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. It is a high calling, and a difficult one. But it is a calling that can be realized if we are clear in our aims and joined together by common purpose.

Parents, in choosing classical education for your child, you have chosen a challenging path, but one that brings great rewards for those who travel it well. Our school hopes not merely to educate your children, but to help them fill their minds with wonder. Our methods are the old fashioned ones—we diagram sentences, we read the great books, we memorize and recite poetry, we do mathematical proofs. We do things the hard way because we know that there are no shortcuts when it comes to understanding, and because we believe that the things we study are worth the effort. At OCCA, we want to truly understand, not just appear to know.

We stand against many of the trends that have overtaken American education for the sake of providing something increasingly rare: an education that is good for its own sake. At OCCA, we believe that a liberal education in the sciences and the humanities is inherently good—something worth having apart from the many good things that can come from it. Schools like ours often produce impressive students, graduating seniors with high SAT scores, excellent college applications, and potential doctors or lawyers. We hope that our first graduates will be impressive as well, but our primary mission is not to simply boast about distinguished careers for our students. We believe that even the highest accolades are worth nothing if the person who earns them does not deserve them. In the end, what good is a perfect SAT score if one lacks moral virtue? Our purpose and aim is to help our students learn to think, to teach them to be good people with sound minds, discernment, and virtuous character.

At OCCA, we resist the popular approach, which is prevalent in many schools today. We disagree that the K-12 years are a time for training for a particular trade or profession. Some schools measure their success by the kinds of jobs their students get. We believe that a liberal education is good for its own sake, that it is education that makes human beings free—free to consider the world as it is and endeavor to understand it. A liberal education provides an independence that is unavailable to a person trained for a particular career with a particular set of skills. The liberally educated person is open to the world, but also well grounded in knowledge and virtue, so the student is free to ask the most important questions and then reason through those questions well. The liberally educated person understands who they are, and because they know that their character is the most important possession, it is cared for above all.

To honor the choice that you have made with OCCA, we will endeavor to treat your child's education as an end in itself, rather than simply a means. We promise to help them to be virtuous, not just credentialed. We will educate them to be critical thinkers, rather than simply train them for a particular profession. We promise to challenge each student to reach their highest potential academically and personally. We promise to pursue the truth without shame and without agenda. It is our mission and vision to support our students to cultivate their minds and their characters in accordance with virtue.

We ask that you support our school in the community and with your children. An exceptional and valuable education relies on a close partnership between parents and the school. Because a classical school aims for more than just supervising students, or training them for careers, we cannot go about our work without you. We ask that you get to know us, and get to know classical education. We encourage you to learn about our curriculum and the mission of our school by visiting our website. We invite you to schedule observations of our classrooms to see firsthand what your student is learning and how instruction in a classical school works. When you have questions about something your student is learning or a method used by a teacher, we hope you will ask us.

We hope you will support your child by actively exhibiting the core virtues we hold dear—responsibility, respect, courage, courtesy, honesty, citizenship, prudence, temperance, justice, and fortitude. We invite you to support us by continuing to teach them to your children so that they can develop good habits that lead to moral virtue. By demonstrating to your children that learning is not just for young people, we can show them through example that curiosity about the world can lead to understanding. I thank you for your support of our school, and I look forward to another excellent school year.

Sincerely,
Semi Park

OCCA Headmaster/Executive Director

SECTION 2: SCHOOL LIFE AND DECORUM

School Hours & Office Contact Information

Lower School (TK-5th): Monday-Friday 8:30 a.m. - 3:00 p.m.

Upper School (6th-8th): Monday-Friday 8:15 a.m. - 3:15 p.m.

Front Office: Monday-Friday 8:00 a.m. – 4:00 p.m.

Closed weekends and during school holidays

Summer Office Hours: Monday-Thursday 9:00 a.m. - 2:00 p.m.

Phone: (657) 223-9420

Email: info@orangecountyclassicalacademy.org

Student Drop-Off and Pick-Up

Lower School Drop-Off: 8:00 a.m. - 8:30 a.m.

Lower School Pick-Up: 3:00 p.m. - 3:15 p.m.

Upper School Drop-Off: 8:00 a.m. - 8:15 a.m.

Upper School Pick-Up: 3:15 p.m. - 3:30 p.m.

Students should begin arriving no earlier than 8:00 a.m. for lower school and no earlier than 8:15

a.m. for upper school. Faculty, staff, and volunteers will be at the carline to greet and direct our younger students from their vehicles to the lunch tables. Other staff will be inside to supervise students on their way to class. At 8:30 a.m. our doors will be locked to ensure the security of students and staff.

Breakfast and Lunch

Free breakfast and lunch meals are provided to all students at OCCA. Students have the opportunity to eat breakfast during the drop-off window. We highly recommend that students who would like to eat school breakfast arrive earlier during the drop-off window, so they are not rushed to eat breakfast before school starts. Please see the Universal Meals Notice in the Appendices.

Carline

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

Courtesy is one of our school's six (6) core virtues. The adults driving through the carpool line

are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted calendared school breaks. Furthermore, we discourage doctors' and other appointments during the school day when avoidable.

ADA and Funding

As a public school, OCCA receives state funding based on ADA (Average Daily Attendance). For this reason, and in accordance with state law, the school must keep detailed records of student attendance. Daily attendance is important for many reasons, but it also directly affects our revenue. When a student is absent for any reason, the school does not receive the funding for that day.

Planned Absences/ Independent Study

Planned absences, also referred to as "Independent Studies" are highly discouraged but are available upon approval. Independent Studies are only available for students who plan to be absent for two (2) or more days and not exceeding ten (10) days. Any such absence must be requested at least five (5) school days in advance and in writing via email. Parents should email the following staff: Semi Park (Semi.Park@orangecountyclassicalacademy.org), Susan Contreras (Susan.Contreras@orangecountyclassicalacademy.org), and the student's teacher. The student may be required to obtain comments from teachers about the impact of the absence before the request for an excused absence can be granted, and may require evidence or a commitment that the time will be made up in some way.

Once the Independent Studies is approved, the parent/guardian and student will discuss with their teacher(s) the schedule and assignments that need to be completed. The assignments will not always be exactly aligned to what is taught in the classroom, but it will be something that must be done to satisfy their absence. Also, students may need to have daily live meetings, online access, and homework. These are mandatory requirements to be granted for Independent Studies and will not be an excuse for incomplete work. During this time, all the parties will sign an agreement contract to promise that they will complete all the work during their planned absence and return their work within 24 hours of their return date.

Being on Independent Studies does not excuse the student from missed assignments or tests. Since the work assigned might not always be aligned with what is taught during the missed days, the student will need to make up all the necessary work missed to receive credit for all the assignments and tests that may be missed due to their absence.

Extended Excused Absences

OCCA recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Headmaster or designee of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

Excused Absences

The following will be considered excused absences:

1. Quarantine under the direction of a county or city health officer.
2. Medical, dental, optometric, or chiropractic appointments
3. Attendance at funeral services for a member of the student's immediate family:
 - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
4. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
5. For the purposes of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
7. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
9. Attendance at the student's naturalization ceremony to become a United States citizen.
10. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
11. Authorized at the discretion of the Headmaster or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
12. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
14. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
15. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
16. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Headmaster or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion.
 - c. Attendance at religious retreats.
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

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

Method of Verification

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

1. Signed, written note from the student's parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen 17 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

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

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

To Report an Absence

Every parent is responsible for excusing their student's absence. Please notify the school of an absence by emailing attendance@orangecountyclassicalacademy.org and copy (cc) your student's teacher(s) prior to the start of the school day. The Charter School will send an automatic notification to parents regarding any absences. Responses to the attendance clerk responses will be kept for official records.

Make-up Work

Students may complete homework and other assignments that they miss during excused absences. Late or missing work will be added to the grade book as a zero (0) until the work is turned in.

Students who are absent will have the number of days equal to the number of days absent to make up classwork and/or homework up to seven (7) days. Upper School should refer to the Late Work Policy for work that is not completed or submitted within seven (7) days. Students are responsible for retrieving notes and assignments for themselves, preferably from a classmate, and are expected to be respectful of their teacher's time.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of the student returns. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

Unexcused Absences/Truancy for Classroom-Based Attendance

Examples of unexcused absences include, but are not limited to the following reasons:

- "Long weekends" and vacations
- Family reunions
- Staying home to care for animals
- Moving days (change of residence)
- Transportation problems
- Appointments for non-essential activities
- Forgetting it was a school day

Students absent for reasons deemed "unexcused" may be precluded from receiving credit for assignments and tests missed during the unexcused absence.

If a student is more than thirty (30) minutes late, the student will be considered “Truant.” If a student exceeds three (3) trancies, the teacher will call a parent conference immediately to address it and the student may be issued a Poor Behavior Slip (PBS).

Families who are aware of a possible excused or unexcused absence are encouraged to contact the school in advance regarding participation in a short-term independent study agreement.

Consequences for Multiple Absences

Upon the third absence, in addition to sending written communication, OCCA will take preventative action and contact the family by telephone to determine the reasons and causes for the absences or other attendance problems.

Upon the sixth absence, in addition to sending written communication, OCCA will call the family to schedule an in-person meeting with a parent/guardian to discuss the absences and notify the parents that if four (4) more absences occur, for a total of ten (10) absences, the student will lose their admissions preference as a continuing student for OCCA for the following school year and will be considered disenrolled from the OCCA.

Upon the eighth absence, in addition to sending written communication, OCCA will schedule a second in-person meeting with a parent and the Headmaster to discuss the absence and notify the parent that two (2) more absences, for a total of ten (10) absences, will result in the student no longer receiving preferential admission as a continuing student to the Academy for the next school year and may be considered disenrolled from the Academy.

Upon the tenth absence, the student will be considered habitually truant and will be entered into a SARB (Student Attendance Review Board) Hearing where involuntary removal from the Academy will be discussed.

Consequences for Multiple Consecutive Absences

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

For students that have demonstrated at least one (1) positive day of attendance during the school year, upon the seventh consecutive absence, consequences could include involuntary removal from OCCA. For further information, please see the Involuntary Removal Notice and the Suspension & Expulsion Policy.

Chronic Absenteeism

Chronic absentee means a student who is absent for any reason on ten (10) percent or more of the school days the student was enrolled in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught.

For purposes of this policy, a chronic absentee includes a student who is absent for any reason from a course in which attendance is taken by period on ten (10) percent or more of the periods in the school year, when the total number of periods the student is absent is divided by the total number of periods the student is enrolled and school was actually taught.

Limits to Length of Excused Absences: In the case of chronic absenteeism, the Headmaster or designee shall limit the length of an excused absence to the stated justification to ensure they do not extend over days the student could attend school. These limitations include, but are not limited, to:

- **Illness:** Once designated as a chronic absentee, a parent/guardian, or student if the student has attained age 18, must provide a doctor's note for all illness-related absences. A doctor's note is documentation from a physician, dentist or other medical doctor indicating that the student must stay home from school. Only the front office is authorized to accept a doctor's note. If a doctor's note is not provided, the Headmaster or designee may consider each missed day an excused absence.
- **Other Absences Ordinarily Considered Excused:** Once designated as a chronic absentee, a parent/guardian, or student if the student has attained age 18, must provide documentation to verify the validity of each absence that would ordinarily be considered "excused". If the documentation is not provided, the Headmaster or designee may consider each missed day an unexcused absence.

Consequences for Chronic Absenteeism

Unless a student has completed the chronic illness process or otherwise made prior arrangements with administrative leadership, privileges to participate in non-academic activities including socials, dances, athletics, walking at graduation, eligibility to run for student government, etc. may be withheld for chronic absenteeism. Depending on the cause of the

chronic absenteeism, consequences could include involuntary removal of the student.

In the case of chronic absenteeism, students absent for reasons deemed “unexcused” may be precluded from receiving credit for assignments and tests missed during the unexcused absence, and/or may not receive credit for the course if tracked under period attendance.

The Headmaster retains discretion to apply the consequences in a manner to protect and support the student, as the Academy strives towards ensuring all students attend school.

Tardiness

Tardy Policy

Students must be in their assigned classroom by the start of the day; 6th-8th at 8:15 a.m. and TK-5th at 8:30 a.m. Students who come to class after 8:30 a.m. will be sent to the front office to receive a valid tardy slip and will be marked tardy. Without a valid tardy slip, the student will be marked absent.

For Upper School tardies will be tracked per class period as follows:

- First tardy = verbal warning
- Second tardy = verbal warning and teacher contacts parent
- Third tardy = PBS Slip issued to student
- Four or more tardies = PBS Slip issued for each subsequent tardy. An Attendance Support Plan should be scheduled with the teacher, Assistant Headmaster or other designee, Attendance Clerk, parent, and student (grades 3 and higher).

Early Release

Releasing a Student from School

Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. Students may not be taken from the school or playground unless parents/guardians have signed them out in the front office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the Charter School limiting the rights of either parent.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parents/guardians unless prior written authorization is given to the teacher or sponsor.

Parents/guardians who need to pick up a student before dismissal must walk into the office to

sign the student out. Early pick-up will be granted thirty (30) minutes prior to dismissal. Students will not be called to the office until the parents/guardian is present to pick up the student. Parents/guardians must be on the list of “adults who can pick up a child” on our registration system, and show a valid ID to the office staff, in order for the student to be released.

Early Drop-off and Late Pick-up

Students may not be dropped off before the start time of school and must be picked up by the dismissal time. Students with siblings in clubs or After School Care must follow the rules and conditions provided by the organization. In order to not disturb or interfere with instruction, we ask that parents not pick up their child(ren) during the thirty minutes window before dismissal.

Uniform and Personal Appearance

OCCA believes that a student’s appearance has an impact on their attitude and behavior at school. Therefore, a school uniform is crucial to a successful classical school, accomplishing three key goals. First, it creates an attitude of respect for the school community and the students themselves. By wearing uniforms, students are creating an environment of excellence set forth by the pillars of OCCA. Second, it keeps students focused on their education and not on their clothes. This creates an attitude of professionalism that supports a philosophy of dressing up for education. Third, it enhances school pride, unity and community spirit.

As a way to show mutual respect to our school community and culture, to promote an emphasis on education and as a sign of school pride and unity, the following dress code has been developed and updated. For these reasons, students are expected to uphold the uniform policy as a personal commitment to what OCCA represents.

The OCCA uniform consists of the following clothing:

- White, Navy or Grey polo shirt (long-sleeve or short sleeve) with embroidered school logo from Vicki Marsha
- Khaki or navy blue pants, shorts, skorts or skirts (leggings/bike shorts must be worn underneath skirts)
- Approved plaid skirt, skorts and jumper from Vicki Marsha only
- Closed-toe sneakers or dress shoes (no bright colors or large logos) - please see “shoes” section below for appropriate styles
- Neutral solid color, plain socks (white, navy, black only)
- Navy blue outerwear with embroidered school logo (jackets, sweaters and sweatshirts) from Vicki Marsha
- Upper school PE uniform (grades 6th-8th): Navy shirt and bottoms (shorts or pants) with logo from Vicki Marsha
- Backpacks without logos

Approved OCCA Vendors

Vicki Marsha is the approved OCCA vendor beginning the 2023-2024 school year. Previously purchased items that meet the uniform requirements and were purchased prior to the 2023-2024 school year are also permitted.

Vicki Marsha ordering information can be found on our school website.

Uniforms and Financial Assistance

At minimum, the school will fund one of each required Vicki Marsha uniform item and/or item that must bear the school logo, upon request.

Additional Uniform Provisions

Outerwear:

Students can only wear one of the navy blue embroidered outerwear items from Vicki Marsha. This includes navy embroidered jackets, sweaters and zip-up sweatshirts. Please write your child's first and last name on the inside tag of the student's outerwear.

Other OCCA outerwear not purchased from Vicki Marsha, including hoodies, are considered spirit wear and can be worn only on free dress days.

Shirts:

White, navy or grey polo shirt (short sleeve or long sleeve) with embroidered school logo from Vicki Marsha. All shirts must be tucked in. All polos may have the top button unbuttoned. All other buttons must be buttoned. Students may wear plain long sleeve shirts under their polos in a solid gray or navy colors

Skirts, Skorts, Jumpers, Shorts and Pants:

Skirts, skorts, shorts and pants must be navy blue or khaki. Jumpers must be purchased from Vicki Marsha. Plaid jumpers and skirts can be purchased from Vicki Marsha.

Skirts, skorts, jumpers and shorts shall fall no higher than two (2) inches above the knee as measured when the student is standing. Students may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing. Leggings or tights may be worn underneath clothing, but must be ankle length or footed in a solid color - white, navy or black. Leggings are not to be worn without other bottoms on top. Belts, if worn, must be plain in navy, khaki or black.

Hair:

Hair must be clean, neat, and out of the eyes. Mohawks are not permitted. Students may

have naturally colored hair in one shade (black, brown, auburn, blonde and natural red hair color) and natural colored highlights. It is encouraged that hair accessories are white, navy, orange, or neutral colors and are not a distraction to others.

Jewelry:

Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Students may wear no more than two necklaces at one time. Students are permitted a maximum of two earrings per ear on the earlobe only.

Earrings must not be larger than a quarter. No hoop earrings are allowed due to safety concerns. No stretched piercings (gauge) or holes may be visible. Students will be asked to remove jewelry that does not fit this description.

Skin:

Skin must be clean with no visible tattoos.

Nails:

Nails must be clean and neat at all times. Nail polish must look natural in color and length.

Makeup:

Lower School students should not wear any makeup. Upper School students are permitted to wear makeup that is minimal and natural in appearance.

Hats:

Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas. Religious headgear is permitted when worn for religious purposes.

Shoes:

Shoes and shoelaces should be mostly white, navy or black. Shoes must be closed toed, closed-heeled, lace-up or slip on athletic shoes or sneakers. Students may also wear dress shoes, such as "Mary Janes," ballet style flats or oxfords (same colors listed above). Shoes must cover the entire foot for safety reasons. Rain boots are permitted on rainy days only. The following shoes are not permitted: boots (any high ankle and/or hard sole shoe), Uggs, sandals, flip-flops, moccasins, and slippers.

P.E. Requirements:

Non-marking tennis shoes are required for P.E. class and/or sports in the gym. K-8 students will not change for P.E.

For Upper School only (grades 6th-8th), students must wear an OCCA PE school uniform that consists of a navy shirt and bottoms (shorts or pants) with a logo from Vicki Marsha.

Socks:

Neutral solid color, plain socks white, navy, black only. Socks must be plain. No pattern, logo or design of any kind. Socks must match (mismatched socks are not permitted).

Hygiene:

Good personal hygiene is required at all times. Strong/offensive body odors are inappropriate. The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home and students will be subject to uniform infraction policy to follow..

Additional Regulations:

- No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is:
 - (1) gang related;
 - (2) presents a safety hazard to the wearer or others;
 - (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling;
 - (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health;
 - (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or
 - (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
- All items of clothing worn must be clean and neat (no holes, rips or tears).
- All clothing must fit appropriately and be conservative (not too tight or too loose).
 - Tight fitting items such as leggings and jeggings are not permitted.
- All students must be in uniform at all times (unless it is a free dress or themed dress day). NO OTHER clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.
- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- All school-sponsored events, including after school and weekends, are subject to the Charter School uniform policy.

Free Dress/Themed Dress Days

- No tops may be sheer or expose undergarments. No sleeveless, strapless, racer-back, tank top, spaghetti strap, or off the shoulder tops. No shirts may be worn that expose bare midriff.
- Skirts, dresses, and shorts must be no shorter than two (2) inches above the knee.
- Shoes must align with the uniform policy.
- If students decide to participate in a themed dress day, they must follow the theme as outlined by administration. Should students choose not to participate in the themed attire for those days, regular school uniform attire should be worn.
- Pajama tops, bottoms and sweats may only be worn on themed dress days that are titled “Pajama Day.”

Consequence for Uniform Infractions:

Students not in uniform will be sent to the office. The office will keep a limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements. Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have the appropriate uniform item for a student out of uniform, the office will call parents and request that they bring the proper attire for students to be in compliance with the uniform policy listed above.

Additionally, students who are out of uniform will receive a Dress Code Violation Slip. A copy of the dress code violation slip will be sent home with students and should be signed and returned by parents the next day.

1st Infraction:

Phone call home to notify parents of the dress code violation. A dress code violation slip will be sent home to be signed and returned by parents the next day.

2nd Infraction:

Phone call home to notify parents and consequences will be assigned by the Assistant Headmaster. A dress code violation slip will be sent home to be signed and returned by parents the next day.

3rd Infraction:

Phone call home and in-person meeting with Assistant Headmaster, parent and student. A dress code violation slip will be sent home to be signed and returned by parents the next day.

Lost and Found

The student Lost and Found is located outside by the gym. Students are responsible for retrieving their misplaced items each day, before or after school as well as during recess and lunch. Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the

school store on the last Friday of each month.

Discipline

Virtues and General Expectations for Behavior

At OCCA we seek virtue in all its forms, and we have chosen to focus specifically on the virtues of responsibility, respect, courage, courtesy, honesty, and citizenship for the Lower School. Upper School will add the following virtues: prudence, temperance, fortitude, and justice. These are not a complete account of human excellence, but they are an important beginning, and one that we hope our youngest students can learn and understand. We hope that regular recurrence of these virtues in our learning, social interactions, and discipline will help to raise students who are capable of self-governance and who strive towards excellence in all areas of life.

The emphasis on virtue at OCCA is not primarily intended as a discipline policy: we aspire to excellence for its own sake, because it is good, and because we are made better as we aspire to it. But focusing on what is good is a natural corrective to bad behavior.

The Purpose of Discipline

The main purpose of all disciplines is to foster a student's desire to be morally and intellectually virtuous. Where that desire does not exist, self-discipline will not arise and a student will falter when laws and rules are silent.

The secondary purpose is to foster an orderly and disciplined environment in which all students can learn and present their ideas in a prudent way.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Discipline Policy

OCCA is committed to optimizing learning for all students. OCCA students are expected to contribute to such an environment by following OCCA rules, and acting in a respectful manner toward faculty, staff, other students and school property.

The goals of discipline at OCCA are to:

1. Maintain a safe, well-ordered and effective learning environment for the benefit of all students and everyone else who works at or visits OCCA.
2. Discourage behavior by students that does not contribute to a positive learning

environment and encourage behavior that does.

3. Utilize the discipline process as an opportunity for students to develop character and learn lessons about themselves and others.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, the school has implemented three levels of consequences:

1. In- class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the class and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents/guardians should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch detention or after school detention. PBSs are accumulative, and five are treated as equal to a Pink Slip.
3. Pink Slip: Pink Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, will result in the suspension or expulsion of the student. Pink Slips are usually given out by the School Leader. Very severe offenses may be met with immediate suspension or expulsion.

Consequences for misbehavior are correlated to the above levels of tracking/notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Poor Behavior Slips will be sent home to be signed by parents. The consequences for a PBS will generally extend beyond the classroom to include something like lunch detention, after school detention, or a special assignment. The consequences for a Pink Slip are explained in the section below.

Detention

Students may receive detention as a consequence of misbehavior tracked by either a PBS or a

Pink Slip. Detention will occur after school or during lunch. Lunch detentions should be served on the day it is assigned and students will generally be asked to reflect on their misbehavior and eat their lunches quietly. If a student were to serve a Lunch detention, they will be required to bring and eat their lunch at the beginning of Lunch Detention. Lunch Detention should not be served during any regular instructional hours, and must be served by a supervising staff at all times. After school detention should be served within 1-2 days by the teacher assigning the detention. Students should report to the assigning teacher by 3:30 p.m. and will not be permitted to do homework during this time and will be assigned other appropriate tasks.

Detention takes precedence over any extracurricular activity. Students who miss detention will need to make it up and serve another detention, and they may also receive a Pink Slip (see below).

Notifying Parents

The Charter School will notify parents of discipline problems that escalate to the level of a PBS or a Pink Slip. The Charter School may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the Charter School shall contact the parent(s)/guardian(s) as soon as possible to request their attendance at a conference, which will include the student.

Pink Slips

For consistent and/or more serious disruptions, the student will be sent to the office and will receive a Pink Slip. Pink Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance with the school's mission.

1st Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is serious, a student may be suspended. (Please see the Suspension and Expulsion Policy in the Appendices of this Handbook for these offenses.)

2nd Pink Slip: Student is sent to the Office and parents are notified. Student may receive detention. If the infraction is an offense in the Suspension and Expulsion policy the student may be suspended. The student's parent(s) will meet with the Assistant Headmaster to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

3rd Pink Slip: Student is sent to the Office and parents are notified. If the infraction is an offense in the Suspension and Expulsion Policy, a student may be suspended for the remainder of the day. The parent may be asked to accompany the student upon their return to school and spend the day observing the student.

4th Pink Slip: Student is sent to the Office, calls home, and if the infraction is an offense in the Suspension and Expulsion Policy, a student may be suspended for the remainder of the day and the following day.

A two-day suspension will be given for every disciplinary referral over four. Students may be suspended and subject to expulsion for violating any of the non-discretionary suspension offenses or discretionary expellable offenses.

Restraint

If a student poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive, Charter School faculty and personnel are authorized to use restraint or seclusion. The Charter School shall contact the parent(s)/guardian(s) as soon as possible after physical restraint or seclusion is used. For more information, refer to the OCCA Limitations on Restraint and Seclusion of Students Policy.

Teachers

Teachers are encouraged to maintain a positive learning environment by developing classroom discipline procedures consistent with the OCCA's goals and policies.

OCCA administration will support teachers in the implementation of their classroom policies.

Administration

Administration is to be guided by the principle that any meeting between a student and administrator is to provide a learning opportunity for the student in order to implement a positive change in behavior. Meetings between administration and students on matters of behavior shall include discussions of the Core Values and in most cases include notification to the student's parent/guardian of the student's visit to the office.

The primary goal of the choice of consequences by administration is to require students to take responsibility for inappropriate behavior. By modeling the Core Values and consistently treating students and their families with respect and professionalism, administrators are an extremely valuable and accessible part of a student's character development education at OCCA.

In some cases, parents will be asked to meet with administration regarding a student's behavior.

The goals of a parent conference with administration are:

1. To exchange accurate information about the student
2. To determine how the parent-academy partnership can best work together to cause the student to reform his/her behavior

OCCA staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Please see the Suspension and Expulsion Policy at the end of this Handbook in Appendices.

Public Displays of Affection

Public displays of affection are not allowed on campus and during school-related activities and are subject to disciplinary consequences

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Please see our policy regarding harassment, intimidation, discrimination and bullying by referring to the Appendices at the end of the Handbook as well as in our Annual Notifications Guide located on our website under OCCA Policies & Forms.

Student and Staff Interaction Policy

Please see our policy regarding appropriate student and staff interaction by referring to the Appendices at the end of the Handbook as well as in our Annual Notifications Guide located on our website under OCCA Policies & Forms.

Electronic Devices

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. If a student must bring a cell phone or other electronic device to school, the student must keep it in the backpack, turned off throughout the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, head/earphones, gaming devices, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions include:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.

- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.

When the possession or use of a private device is required in a student's individualized education program ("IEP").

Any student who is using a phone or other electronic device during the day will have that device confiscated until the end of the day.

Other Unallowed Items on Campus

Unless approved by the teacher or school administrator, students are not allowed to bring toys or trading cards to school. OCCA tries its best to limit any distraction that could take away the joy of learning. There is also a strict **No Candy Allowed on Campus**. This is for both health and safety reasons. If a student wants to pass out goody bags that contain candy for a Holiday celebration or Birthday celebration, it must be kept inside the bag until the student leaves campus. Any candy seen on campus will be immediately confiscated.

Campus Search and Seizure

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

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

Please see the Annual Notification Guide in the Appendices for more information.

Armed Security Agent

In the interest of the safety and well-being of its students and employees, the Charter School provides armed security personnel on the Charter School site as a preventative safety measure and to intervene if deadly violence is threatened or occurs.

Lunch and Snacks

School Meals & Lunchtime

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must talk quietly and behave calmly during lunch. OCCA will contract with a lunch meal vendor to order school lunches in accordance with the National School Lunch Program.

Applications for free or reduced meals are available in the front office. For more information, please see the Universal Meals Notification in the Appendices.

Snacks

We understand that young students require snacks to keep them going during the day. All of the students will have a morning recess time when they may eat a snack if they are hungry. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students send items that can be eaten without utensils and without creating a mess.

With the exception of water bottles, food and drink are not permitted inside the classrooms or libraries. Special occasions and parties will need to be discussed with the classroom teacher ahead of time.

Birthday Celebrations

If you would like to bring birthday treats for your student's class, please coordinate with the classroom teacher at least one (1) week in advance. All celebratory treats, such as snacks and desserts, must be after lunch. Our students' academic days are carefully scheduled, and we are not able to accommodate last-minute celebrations. Please be reminded about our strict no candy policy.

Medication and Medical Care

Dangers of Synthetic Drugs

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

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

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

Administration of Medication

The Academy adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

All medication, including over the counter medication, must be kept in the health office, unless otherwise stated by an authorized health care provider. The Education Code provides that any medication prescribed by an authorized health care provider can be administered at school with the assistance of a school nurse or other designated school personnel. In California, the Education Code allows students to carry and self-administer auto-injectable epinephrine and asthma inhalers if the student has a prescription from an authorized health care provider stating they can self-carry these medications.

- Long term or daily medications: Parents must provide a Medication Authorization Form, signed by both an authorized health care provider and parent. The medication must be in the original prescription container, and the pharmacist’s label must indicate the name of the student, date, name of authorized health care provider, and name and specified dosage of medication, time schedules, and method of administration. A written statement from the parent, foster parent, or guardian of the student indicating the desire that OCCA assist the student in the matters set forth in the statement of the authorized health care provider.
- Short term medication such as cough medication and antibiotics, also requires the Medication Authorization Form be completed. The medication must be brought to school in the prescription container. The pharmacist’s label must indicate the name of the student, date, name of health care provider, name and specified dosage of medication, time schedule, and method of administration.
- Over the counter medications, such as aspirin, cannot be dispensed without the Medication Authorization Form, and will need to be provided by the parent.
- All Medication Authorization forms are available on our website under OCCA School Health.

- Over the Counter Products form, needing parent signature only, is also available on our website under OCCA School Health.

Food Allergies

OCCA is not a peanut-free school. The Charter School and staff, however, are highly sensitive to the fact that some students do have nut allergies, among other possible allergies. OCCA has a designated “nut free” lunch table for these students to eat at, where teachers/monitors will ensure that this table is properly supervised. Should a student have an allergic reaction, all staff have been properly trained on how to administer epinephrine.

Sick Students

Sick children should not be in school. Any child who has a fever (temperature of 100.4 degrees Fahrenheit or over) or is possibly contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a student may return to school, fevers, vomiting or diarrhea must be resolved and the student must be symptom-free without medication for 24 hours. Please follow CDC guidelines regarding recommendations for COVID-19 or possible COVID infection. If you are uncertain as to whether or not to send your child to school, feel free to call your doctor’s office or the health tech at school.

Immunizations

Please see the information pertaining to immunizations in the Appendices.

Lice Policy

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. If live head lice are detected on a student, then OCCA shall contact a parent/guardian immediately with instructions to pick up the student from the main office at the end of the regular school day. Until the end of the regular school day, the student will be instructed to avoid contact with other children or share any headgear. Students diagnosed by Charter School personnel with live head lice will generally not need to be sent home early from school; they can go home at the end of the day. However, in the case of a severe infestation, the Headmaster or designee may, in their discretion, contact a parent/guardian to pick the student up before the end of the regular school day. If a head lice issue prevents a child from attending school, OCCA will provide missed work within 24 hours for the student to complete.

Student Fees and Supplies

Textbooks and Supplies

OCCA will provide all necessary textbooks, workbooks, notebooks, and literature books* for student use. Workbooks and notebooks (Literacy/Morphology) are consumable books and may be written in and then taken home at the end of the school year. *If a student would like to annotate a literature book, the student will purchase that literature book and it will belong to the student. Any literature books that are purchased by the Charter School will not be written in or marked up. These literature books will belong to the Charter School. Textbooks will be returned in gently used condition at the end of the school year unless teachers have requested otherwise.

Chrome books and other non-consumable supplies that are provided by OCCA for student use must be returned at the end of each academic year. Supplies must be returned in good condition. If a student needs to loan a device, a “Student Device Take Home Agreement” must be signed and returned, first.

A recommended Supply List will be posted to our website for each grade level. Parents are encouraged to provide the supplies listed on the supply list for their children. In the event of financial hardship, parents should reach out to the Charter school and the school will provide a minimum of one of each recommended item on the supply list for the student.

Fees

From time to time the school may suggest a recommended fee to its families for the purpose of offsetting expenses related to field trips, etc. All charges and fees must be authorized by the Headmaster.

Please see the consequences for lost or damaged Charter School Property within the Appendices.

Extracurricular Activities

This school year, OCCA plans to roll-out numerous extra-curricular activities and clubs for our students. We encourage students to participate in as many as they can reasonably manage, knowing that academics comes first. Every member of a club or team has a responsibility to their teammates to show up on time ready to participate, and to remain in good academic standing, and to display OCCA’s core virtues as ambassadors for the school.

Eligibility

Extracurriculars enrich a student’s life at the school. OCCA’s goal is to encourage students to prioritize academics, but also to provide meaningful opportunities to compete and flourish.. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in OCCA extra-curricular activities, though the

Headmaster may grant exemptions in specific circumstances and for specific events (e.g. school dances).

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Students with one or more “F” are ineligible to participate in extracurricular activities. Grades are based upon bi-weekly grade checks in addition to regularly scheduled progress reports, which occur at the midpoint and end of each academic quarter. Ineligible students will not become eligible until the following bi-weekly grade check, progress report or later.

Clubs

The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school’s mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views. All clubs must be approved by the Headmaster and have an active faculty sponsor.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Headmaster a minimum of three (3) weeks prior to its scheduled date. Approval for one (1) year does not carry over to the next school year.

The Charter School will host various social events, including dances, in the course of a regular school year. Students are expected to follow Charter School rules and the Honor Code at these events, and attending students are subject to school disciplinary procedures. Eligibility to attend these events is based upon the same guidance given for all extracurricular activities, though the Headmaster may make specific exceptions. Please see the Honor Code within the Appendices.

Student Publications

Student publications must uphold OCCA’s mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the OCCA community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior

review by the Headmaster. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Headmaster acts as the final editor in all cases.

Volunteers

OCCA rests on a partnership between the Charter School and families who choose to enroll their students. Volunteering is a crucial element in that partnership.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the Charter School's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks. The Charter School also seeks qualified and interested parents/guardians to help with clubs, chaperone activities, and assist the Charter School in developing a culture of respect and responsibility.

All volunteers must check-in at the front office upon arrival. Once a volunteer signs in, the volunteer will be given a volunteer badge. The volunteer badge must be worn and visible at all times while on campus and all volunteers must check out in the Front Office by placing that badge in the check-out notebook adjacent to the front door. All volunteers must sign out immediately after the event they volunteered to support.

No student will be excluded from OCCA or activities due to the failure of the student's parent or legal guardian to volunteer at OCCA.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must register with the Raptor Visitor Management system and sign the Volunteer Agreement form. The Raptor Visitor Management system includes a Department of Justice background check, which includes fingerprinting and a criminal history check. The Headmaster may also require a Tuberculosis ("TB") test.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Headmaster. The matter may also be brought to the attention of the Board of Directors by following the complaint policy explained in

this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present.

If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In and Out

OCCA has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30 a.m. and 4:30 p.m. must first report to the school office and check in with the Raptor Visitor Management System, which will require them to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor tag will be issued to the visitor and displayed conspicuously during the visit. All visitors must also sign the Visitors Agreement form. Upon leaving campus, visitors must check out via the front office by placing the visitor tag in the sign out notebook in the Front Office. All visitors must check out at the front office immediately following their visit.

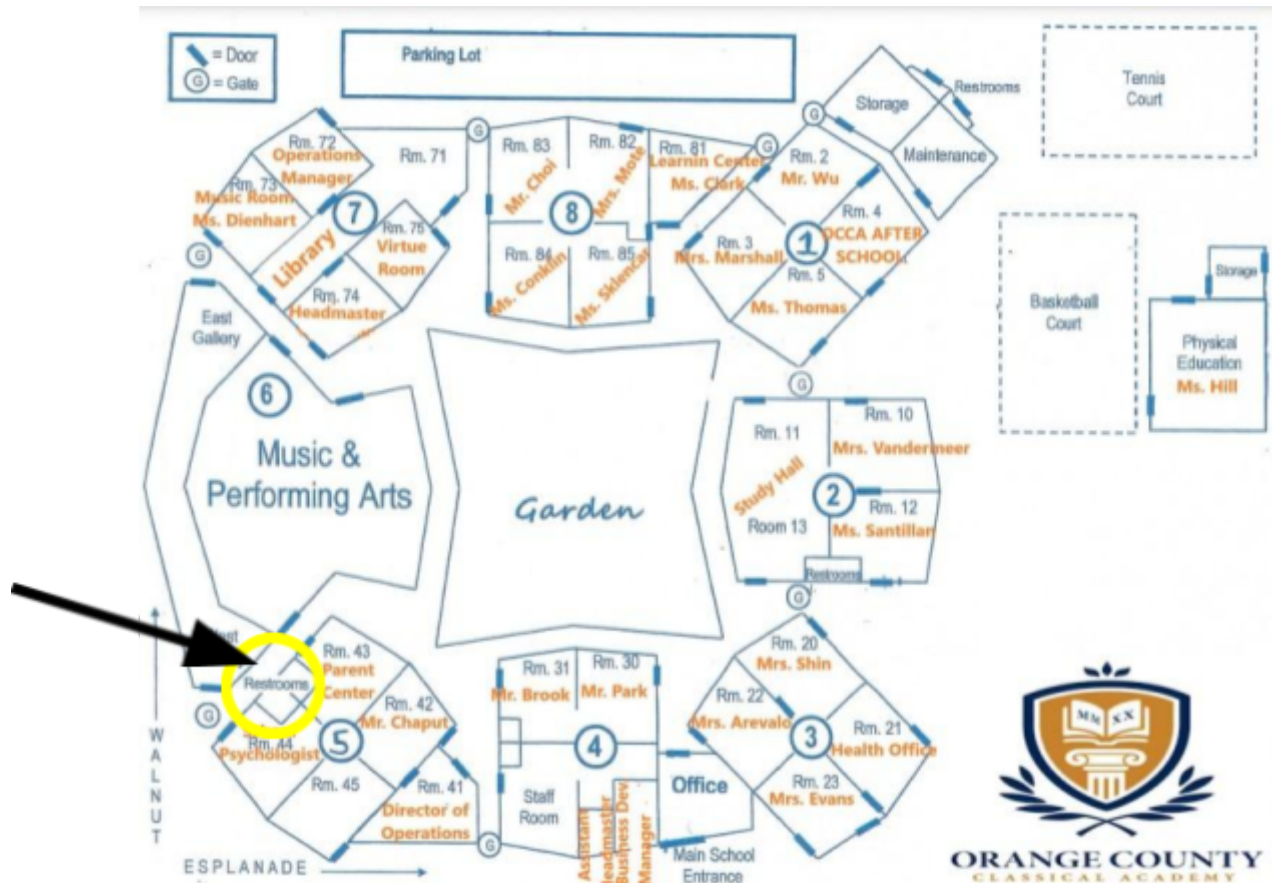
In the unlikely event that a registered sex offender attempts to gain access to the Charter School campus, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because the individual has a child enrolled at OCCA, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

Parent Visits

Classrooms, the lunch area, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. Parent visitors who visit the school are allowed to observe their own child(ren) only. School observations are not meant for conferencing with a staff member. Should a parent want to have a conference with a staff member, the parent/guardian must request and schedule an appointment separately with the appropriate staff. Parent visitors may also not engage in conversations or physical interactions (such as giving a hug) with students other than their own child(ren).

During the school day, it may be necessary for a parent to drop off a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will deliver the item.

Restroom Use



No adult is allowed to use any of our student restrooms. All visitors must use the adult restrooms located next to the Music and Performing Arts auditorium (building 6). Violation of this rule may result in serious consequences, including a temporary restriction to enter Charter School grounds.

SECTION 3: ACADEMIC POLICIES

Curriculum Introduction

The curriculum of OCCA is based on the Barney Charter School Initiative of Hillsdale College's Program Guide. While OCCA has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our Charter School has committed to embrace and uphold the following key characteristics:

1. The centrality of Classical Education in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical,

political, and historical traditions;

3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty of well-educated and articulate teachers who are able to convey real knowledge using traditional teaching methods rather than “student-centered learning” methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 8

Homework

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind. We encourage parents/guardians to provide a calm, quiet place for their children to complete their work. We recommend that television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students are studying. At best this will extend homework time beyond what one would typically need and at worst will hinder real learning.

Homework helps develop a strong work ethic and personal organizational skills. Homework’s immediate educational purpose includes the following:

- To reinforce skills and concepts learned in skills
- To develop study skills and habits of study
- To practice skills and knowledge in ways that are not readily accomplished in the classroom
- To inform parents/guardians of what is being taught in the classroom

The expected homework time allotment for each grade is as follows:

Kindergarten: 10 minutes plus family reading time
Grade 1: 10 minutes plus family reading time
Grade 2: 20 minutes plus reading time

| | |
|----------|------------------------------|
| Grade 3: | 30 minutes plus reading time |
| Grade 4: | 40 minutes plus reading time |
| Grade 5: | 50 minutes plus reading time |
| Grade 6: | 60 minutes plus reading time |
| Grade 7: | 70 minutes plus reading time |
| Grade 8: | 80 minutes plus reading time |

These designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents/guardians should support their children in this endeavor.

Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time.

Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty, up to seven (7) days.

Upper School Late Homework

Late work for grades 6-8 will receive a 10% (ten percent) grade reduction for each day late (e.g. A score of 80% will be reduced to 70% for one day late, 60% for two (2) days late, etc.). For students with an excused absence, the grade reduction/late work policy applies after the allotted amount of time to complete the work from the excused absence (e.g. If a student has an excused absence of three (3) days, the student is allowed three (3) days to submit the work without penalties. After the third day, grade reduction(s) will apply).

Grading

Grades are not the be-all and end-all of education. While grades are not the sole determination of a student's educational experience, grades are a useful tool to evaluate a student's mastery of the curriculum. Therefore, teachers will assign grades in order to accurately reflect the range between a student's true mastery of a subject and insufficient knowledge of a subject.

In Kindergarten through 2nd grade we will use the following marks:

- E - Excellent performance
- S - Satisfactory performance
- N - Performance needs improvement U - Unsatisfactory performance

Beginning in 3rd Grade, we will use the following marks:

- A - Mastery
- B - Proficiency
- C - Sufficiency (Competence)
- D - Insufficiency
- F- Failing

Only those grades given at the end of each semester are recorded on a student's transcript. The system used for computing grades are as follows:

Grading Scale

| | | |
|----------|----|------|
| 97-100% | A+ | 4.00 |
| 93-96.9% | A | 4.00 |
| 90-92.9% | A- | 4.00 |
| 87-89.9% | B+ | 3.00 |
| 83-86.9% | B | 3.00 |
| 80-82.9% | B- | 3.00 |
| 77-79.9% | C+ | 2.00 |
| 73-76.9% | C | 2.00 |
| 70-72.9% | C- | 2.00 |
| 67-69.9% | D+ | 1.00 |

| | | |
|----------|----|------|
| 64-66.9% | D | 1.00 |
| 60-63.9% | D- | 1.00 |
| 0-59.9% | F | 0.00 |

In order to calculate a grade point average (“GPA”), numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth.

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents/guardians of their student’s academic progress in the following ways:

- Parents/guardians will have the ability to review student progress via PowerSchool at any time.
- Teachers should be checking grades and communicating with parents of students who have D’s and F’s at least every four (4) weeks. A log entry in the student Information System (“SIS”) (e.g. PowerSchool) needs to be added for each parent/teacher conversation when a student’s grade in a course results in a D or F.
- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Progress reports will be available at the midpoint of the semester and sent home.
- Report cards will be mailed or sent home each semester.
- Once a semester, parent-teacher conferences will be offered to discuss the student’s academic progress.

Written assignments in the Upper School and labs may take longer to grade due to the kind and amount of feedback.

Teacher Conferences

Parent teacher conferences happen at the end of each semester. At the end of the second and fourth quarters teachers provide extensive comments on students’ report cards. During the school year, a parent/teacher conference may be scheduled at any time a parent/guardian or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact the teacher via email.

All of our teachers welcome parent/teacher conferences as long as they are scheduled in advance and on their calendar. To schedule a meeting with a teacher, please contact the teacher via email.

Student Placement

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. OCCA will respect the promotion, acceleration, and retention decisions from the school from which a student transfers.

Promotion, Acceleration, & Retention

OCCA follows the California Education Code 48011 and 48070.5 policies regarding promotion, acceleration, and retention. Please see [OCCA's Promotion and Retention Policy](#) for full details.

The purpose of promotion, acceleration, and retention is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to the student's own needs and abilities. It is our goal for parents/guardians, teachers, and students to work together throughout the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses.

It is expected that most students will be promoted annually from one (1) grade level to another upon completion of satisfactory work. However, a student may be retained when the student's standards of achievement or social, emotional, mental or physical development would not allow satisfactory progress in the next higher grade. OCCA staff will pay special attention to students performing below the minimum standards and may hold a Student Success Team ("SST") meeting to address the student's needs. Students may be retained only once in their K-8 school career.

The Charter School's final decision to promote a student may be appealed consistent with Board policy, administrative regulations, and law. Parents or guardians who desire to appeal the decision for promotion/acceleration/retention must first contact the Headmaster. If parents/guardians do not accept the decision of the Headmaster, an appeal may be made in writing to the Board. The appealing party must submit a written request to the Board specifying the reasons why the school's decision should be overruled. The appeal must be initiated within ten (10) days after the formal decision is made to promote, accelerate, or retain a student. If the Board determines that the appealing party has overwhelmingly proven that the SST decision shall be overruled, it shall overrule the administration's decision. The decision of the Board shall be final. The burden shall be on the appealing party to show why the school's decisions should be overruled.

Lower School (Grades K-5)

Students who have completed one (1) year of kindergarten shall be admitted to first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. In this case, the parent/guardian will sign a document agreeing to the second year of kindergarten.

Students in 1st-3rd grade shall be identified primarily on the basis of their level of proficiency in reading. Students in grades 4 and 5 shall be identified on the basis of proficiency in reading, English language arts, and mathematics.

Specifically, students in 1st through 3rd grade must achieve minimum levels of proficiency (at least 60%) in the Literacy curriculum. For grades 4th and 5th students will be considered for promotion if they achieve minimum levels of proficiency (at least 60%) in the core subject areas of Reading, English Language Arts and Mathematics. Special consideration will be given to students with limited English proficiency and those with a special education Individualized Education Program (“IEP”).

In general, students will be promoted to the next grade level at the end of the school year. Students should demonstrate continuous progress and advancement through the curriculum and this is aligned to the student’s demonstrated ability rather than the student’s age in years or school. Unapproved excessive absences of twenty (20) days or more will be a consideration for retention. Please refer to the promotion, acceleration, and retention policy for more details on retention. The Policy can be found on our school website at www.orangecountyclassicalacademy.org

Upper School (Grades 6-8)

Students in grades 6 and 7 must complete one (1) semester with a passing grade in mathematics, Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 6 and 7, for promotion to the next grade. The Assistant Headmaster has the authority to determine the course(s) that need to be repeated. No student may be retained more than once in the same grade.

A student in grade 8 must complete two semesters with a passing grade in mathematics, two semesters with a passing grade in literature or grammar/composition, two semesters with passing grade in science, and two semesters with a passing grade in history during the 7th and 8th grade years for promotion to high school.

Students who are credit deficient will be required to participate in a credit recovery or intervention program.

Student Placement/Teacher Request Policy

While parent/guardian input is highly valued at OCCA, we want to ensure that a fair and purposeful process of student placement takes practice at OCCA consistently. Parents/guardians have the opportunity to provide information regarding their child and any special circumstance that might need to be considered. We ask that you carefully read this information and make a note of the deadline for submitting your letter, if you choose to do so. Only letters that have followed the guidelines below will be considered.

OCCA Student Placement Policy or Student Placement letters are neither encouraged nor discouraged but provide parents/guardians a means of expressing special circumstances that might need to be considered. Student placement is taken seriously and is determined by a process requiring time and careful consideration. The purpose of this process has in mind the best interest of every child in each classroom. Classrooms are heterogeneously grouped to mirror our society. In order to create balanced classes of students, the following factors are considered: gender, ability levels, student needs, and special program needs.

Please note that the final decision on all student placements rests with the administration. In order for letters to be considered, please submit to the Assistant Headmasters (Mrs. Lisa Mote for Lower School <Lisa.Mote@orangecountyclassicalacademy.org> or Mr. Anthony Romo for Upper School <Anthony.Romo@orangecountyclassicalacademy.org>) **no later than by May 1st** which is before student assignments will be finalized. Students will be notified in the summer about class placement.

Acceptable letters include:

- Issues relating to trauma or emotional distress which dramatically impact the learning environment will be considered (testing from a psychologist and/or an authorized health care provider diagnosis required and test results on file in the student's permanent record).
- Issues relating to medical need or physical impairment will be considered. (Documentation required in health room records).

Letters which will not be considered:

- Requesting or “unrequesting” a teacher by name.
- Requesting that two (2) students be placed in the same class unless there is a documented, valid need for special consideration.
- Requesting an “experienced” teacher or “first year teacher” (all teachers are highly qualified at OCCA).

Ability Grouping

Lower School Math Ability Grouping

To ensure that students receive the most direct and targeted instruction, the 2nd-5th grade schedule includes two daily periods/blocks of mathematics: a forty (40)-minute period for regular instruction (the primary math block) and a thirty (30)-minute period for supplemental work (the second math block).

The primary math block is when the grade-level lesson is taught to the whole class using the Singapore Dimensions Math curriculum. This includes review, math drills, or an introduction problem, introduction to the lesson, discussion of the lesson's key idea, and independent practice.

For the second math block, students in each grade level will be split into review and extension sections. The review section will focus on mathematical foundations using materials to help students build up to grade-level with proper remediation. The extension section includes students who are on or above grade level. Students in this section will see a dynamic set of problems that extends the lessons they've already received. The problem sets students work on contain a mixture of review and challenge problems.

To determine whether a student is starting the year at, above or below grade level, teachers will spend the first three (3) weeks of school closely observing students while teaching the beginning of the year math lessons and administering the beginning of the year Math Benchmark. Placement will be based on both quantitative data (regular assessments) and qualitative data (teacher observations). After the third week of school, teachers will place students in the appropriate section. In addition to regular assessments and teacher observations, the program requires regular coordination and collaboration among Grade Level teachers, the Student Services Team, and parents/guardians to ensure that all students receive the most direct and targeted instruction in either the review or extension section. Student progress will be monitored weekly. Student placement is flexible. Teachers will make weekly determinations whether each student belongs in the review or extension section based on each student's academic needs.

Course Placement

Schedules for students grades 7 and 8 will be emailed home during the summer with an explanation of course placement, including if a student is recommended for a support class in literature and/or mathematics. Any concerns regarding course placement should be made directly to the Academic Counselor.

Academic Honesty

Upper School Plagiarism Policy

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment

rests on the assumption that the work a student turns in is their own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words, including artificial intelligence in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words might also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be implemented:

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will complete a PBS Slip.
- The teacher will inform the student's parents of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment.
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone or something else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing their own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as their own are examples of cheating. Additionally, a student offering their work to another is also identified as cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy their work will also be held accountable in the same fashion.

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson. They are to be used in class as a way to meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Headmaster to show a video more than five (5) minutes in length.

Students will not be shown a full movie in class without prior parent/guardian permission.

Student Services

In furtherance of our mission and in order to meet federal guidelines, OCCA admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

OCCA will offer a continuum of special education services and placements for the special needs of students.

When a child with special needs is enrolled into OCCA, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that OCCA staff cannot adequately address with the current staffing and services, the Charter School will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

OCCA's Student Services program rests on three (3) pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Student Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

Additionally, OCCA uses the MTSS (Multi-Tiered System of Supports) framework to provide the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child. The MTSS framework allows staff to gain a deeper understanding of each child's strengths and needs, and what contributes to both. MTSS requires ongoing data collection throughout the year to reflect every child's progress. Data is analyzed in several areas so that a holistic understanding of each student's strengths and needs can be addressed. This includes academic progress, attendance, social/emotional, English language ("EL") status, a student's disability, Free Reduced Lunch status, state assessment data (California Assessment of Student Performance and Progress, "CAASPP"), benchmark data, response to intervention data. As part of MTSS, data talks are held among staff three (3) times a year. The goal of data talks is to create next steps based on data analysis, which include: adjusting instruction and pacing, identifying standards to be targeted or retaught, modifying or creating different supports for individual students, and identifying students who require further intervention/ support such as Coordination of Services Team ("COST"), SST or 504.

COST is a response to intervention where teachers, administration, and the special education ("SPED") team coordinate to develop, monitor and deliver early interventions as well as identify students who may need to be referred to a SST or a Section 504 plan.

SST (Student Success Team): SST is a general education process meant to identify at-risk students as part of Child Find, problem-solve around concerns based on information and data collected (academic, speech/language, and/or social emotional or behavioral difficulties), create a

multi-disciplinary action plan of supports or interventions, and evaluate effectiveness of these measures through ongoing progress monitoring. SST meetings are held with teachers, administration and parents/guardians two to three (2-3) times throughout the year.

Section 504: The first purpose of Section 504 is to protect qualified individuals from discrimination based on their disability. The second purpose is to provide students with disabilities a 'free and appropriate public education' (FAPE). Identified individuals will also be placed in the 'least restrictive environment' (LRE). A student with a disability under Section 504 is one who: has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. 504 plans must be reviewed annually with admin, teachers and parents.

Controversial Subjects

Controversial subjects are defined as contemporary problems, issues, or questions of a political or social nature where there are entrenched differences of opinion and passions are high. Controversial issues will be explored only when emanating from some part of the curriculum.. When these subjects come up, teachers will present an impartial view of all sides of the issue without proselytizing. Contemporary controversial issues will not be taught in the lower school without Headmaster approval.

Religion

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage in and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, OCCA curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.

Evolution

OCCA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in standard high-school biology textbooks and as also taught at the college level in both secular and many religious colleges.

The theory of evolution is largely misunderstood today by the general public. Much of what

constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God that is held by many faiths.

OCCA recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at OCCA will leave matters of faith up to students and their parents/guardians. The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion. Teachers, students, and parents/guardians must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God as held by many faiths or claims relating to the activity of God as described by many religions or absence thereof in the natural world.

Human Sexuality

At OCCA, we believe parents/guardians own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The Charter School's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender separated environment. Parents/guardians will have the opportunity to preview the materials the class will be reading. Parents/guardians will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Parents/guardians will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way. Upper school students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the administration or a faculty member who has the full confidence of the Headmaster in these matters.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Sexual Health Education Notice

Dear Parent/Guardian,

Beginning in spring 2023-24 and pursuant to the California Healthy Youth Act, the Charter School will offer comprehensive sexual health education to its students in grades 7. As such, please take note of the following:

The goals of comprehensive sexual health education are:

- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
- To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV

prevention education. Parents and guardians may:

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

If you would like to excuse your child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education, please reach out to the teachers assigned to provide the education (refer to the notice sent out on Parent Square) in writing. Please indicate your child's name and if you would like to opt out entirely or certain parts. If opting out for certain parts, please be very clear with the request.

Should you have any questions about this notice, please feel free to contact me.

Sincerely,

Semi Park
Headmaster/Executive Director
Orange County Classical Academy
Semi.Park@orangecountyclassicalacademy.org
657-223-9420

SECTION 4: ADDITIONAL POLICIES & PROCEDURES

Admissions and Enrollment

The Charter School is open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random lottery drawing, the process for which is described below.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason,

including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter School. These records shall be made available to the County upon request.

Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Non-Discrimination

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic

that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in the Charter.

Admission Eligibility and Requirements

In order to be eligible for enrollment in the Charter School, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All kindergarten students must be age five (5) on or before September 1 of the school year in which the student seeks enrollment. If a student turns five (5) years of age after September 1 during the school year, that student may be eligible for admission on a case by case basis if (1) the governing board determines that the admittance is in the best interests of the child, and (2) the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. Proof of age must be provided with birth records, statements by the local registrar, or a county recorder certifying the date of birth, baptism certificate duly attested, or a passport.
- For those children who do not meet the minimum age for admission into kindergarten, the Charter School offers a voluntary transitional kindergarten (“TK”) program for eligible children. Students entering transitional kindergarten must have their fifth birthday between September 2nd and April 2nd for admission in the 2023-24 school year; between September 2nd and June 2nd for admission in the 2024-25 school year; and in the 2025-26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to transitional kindergarten. In accordance with Education Code Section 48000(c)(3)(B), the Charter School may, at any time during a school year, admit a child to a transitional kindergarten program who will have their fifth birthday after the dates described above for 2023-2024 through 2024-25 school years, but during that same school year, with the approval of the parent or guardian, subject to the following conditions: (1) the governing board determines that the admittance is in the best interests of the child; and (2) the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. The curriculum offered in the TK program shall be age and developmentally appropriate. TK students may be placed in the same classroom as other kindergarten students, provided that the instruction given is that designed for TK students.
- No student admitted early shall generate average daily attendance until the student has

attained their fifth birthday, regardless of when the student was admitted during the school year.

- All students must be at least age six by September 1 of the school year in which the student seeks enrollment in first grade, (with some exceptions in accordance with the Board's age-admission policy and in accordance with law) No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall be documented as residents of the State of California. Documentation of verification of residency might include parent or guardian's drivers' license, a copy of a lease, utility bill or similar showing the address of the residence, etc.
- No student will be admitted if the student has been previously expelled from another educational institution. However, a student that has been otherwise expelled may be admitted to the Charter School at the discretion of the governing board on a case-by-case basis. A student who is expelled from any school for the offenses listed in Education Code Section 48915(a) or (c), if documented in CALPADS or otherwise known to the Charter School, shall not be permitted to enroll in the Charter School during the period of expulsion.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from OCCA if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- Complete applications for admission must be submitted in a timely manner to OCCA no later than the deadline published for that school year. The application will request minimal information, such as student's name, birthdate, parent/guardian address and contact information, and requested grade.
- Once a student has accepted the Charter School's offer to enroll based upon the results of the random public lottery or an opening throughout the school year, the parent/guardian will submit an enrollment packet for admission, which shall include, but is not limited to, the following:
 - Student Enrollment Form
 - Authorization for OCCA to request and receive student records from all schools the student has previously attended or is currently attending;
 - Proof of immunization;
 - Home Language Survey
 - Complete of Emergency Medical Information Form
 - Proof of health examinations required by the Health and Safety Code;
 - Proof of minimum age requirements through official documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, a declaration from

- the parent/guardian or a passport;
- Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English learner;
- Authorization for the Charter School to request and receive student records from all schools the student has previously attended or is currently attending
- Proof of health examinations and oral examination required by the Health and Safety Code;
- Free or Reduced Price Meal Application;
- Proof of residency;
- Indication of whether the student has been expelled from a prior school;
- Physician's Authorization to administer medication, if applicable; and
- Homeless Questionnaire.

Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID.

If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the Charter School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending OCCA. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, OCCA shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Parents/guardians/caregivers are strongly encouraged to watch the Parent Orientation Webinar or schedule a school tour.

Parents/guardians/caregivers and students must sign and return an acknowledgement of receipt and review of the Student/Family Handbook with the application for admission. Failure to do so may impact the student's enrollment.

OCCA shall follow any required procedures for the transfer of a program between Special Education Local Planning Areas ("SELPA's"). Additionally, each enrollment packet will be reviewed by staff to ensure it is complete before the student will be considered for registration. Each enrollment form will include a description of the school's dispute resolution process. Any

student that has been denied enrollment for failure to meet the school's enrollment requirements and process may use this process for reconsideration.

OCCA's personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, OCCA personnel shall solicit that documentation or information separately from the school enrollment process.

Pursuant to this policy and where permitted by law, the Headmaster of the school shall enumerate alternative means to establish residency, age or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status or national origin, and that do not reveal information related to citizenship status or immigration status.

The Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending the Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

If OCCA solicits the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the Charter School shall explain the limited purpose for which the information is collected. It is the Charter School's policy that a failure to provide this information will not bar the student from enrolling in or attending the school, and such policy will be explained at the time OCCA asks for this information.

Limited Availability

In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:

- Children of staff of the Academy (not to exceed 10% of the total student population).
- Children of Board Members

- Siblings of students admitted to or attending the Academy
- Students who reside in Orange, where Esplanade is their assigned home school
- Students who reside in Orange County

A wait list is maintained for one (1) year and does not carry over from year to year. During enrollment, staff return calls and answer questions from prospective families. If families from the waitlist are offered a position, they must accept that position within three (3) days. If they decline or fail to respond within three (3) days they will be removed from the waitlist and lose their spot.

Withdrawals

To facilitate withdrawal of students from the Charter School, we ask that parents/guardians advise the Charter School office of an intended withdrawal at least one (1) week prior to leaving. A parent/guardian is required to submit to the Business Manager a signed withdrawal form prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents. All textbooks and other Charter School supplies and equipment must be returned. A withdrawal form may be requesting by contacting the School Office.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Headmaster at least one (1) month prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student at least one (1) week prior to the field trip. Students may be asked for a donation to help subsidize the fees associated with the field trip. Donations are not required, but appreciated. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Headmaster. Students who have received four (4) or more Poor Behavior Slips (PBS) may not attend field trips without an accompanying parent.

Parent volunteer chaperones must be registered and cleared through the Raptor Visitor Management system prior to the field trip date. Clearance includes a current negative TB test result and a cleared background check sent from our Raptor System. Teachers will assign a group of students that must stay with their assigned chaperone at all times during the field trip.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

OCCA values the conversation that takes place between parents/guardians and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents/guardians may use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (given to the front office)
- Voice Mail
- Email

OCCA employees will not use social media to communicate with parents/guardians or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents/guardians who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

OCCA teachers and administrators will respond to parents/guardians as quickly as possible. In general, parents/guardians should expect to hear from a teacher or staff member within twenty-four (24) hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the Headmaster may require an extra day to respond to correspondence.

General Communication with the School Community

The Headmaster must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents/guardians or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school, and to consult the Charter School website and Charter School staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the Charter School, especially online.

The official outlets for school information are limited to the following:

1. The school website, www.orangecountyclassicalacademy.org
2. ParentSquare
3. The official Facebook page, facebook.com/OrangeCountyClassicalAcademy
4. The official Instagram page (OrangeCountyClassicalAcademy)
5. Correspondence from school administration, including emails and postal correspondence
6. Notices sent home with students and/or distributed by the Charter school office
7. Class Dojo notifications sent by each classroom teacher.
8. Google Classroom set up by the student's teacher

The Charter School disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

Social Media

OCCA recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page at facebook.com/OrangeCountyClassicalAcademy. This page is intended to provide regular communication with the Charter School community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents/guardians to “like” or “follow” our page to receive updates. Any important notifications from OCCA that are posted on our Facebook page will also be provided to parents/guardians by some other timely means of communication.

In the interest of privacy, OCCA will limit the sharing of personal information about students, families, or staff on our Facebook page, and OCCA staff and faculty will not discuss a student's personal record in any format on social media, including direct messages. Please see the Student Records Information notification in the Appendices for more information.

In the interest of clarity and prudence, OCCA will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of OCCA to invite questions and complaints posted on our official Facebook page to be brought to the Charter School through our direct channels. OCCA reserves the right to delete comments that are inappropriate, quarrelsome, or out of place.

While OCCA is aware that other social media pages connected to the Charter School community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein. Furthermore, we encourage parents/guardians and other members of the Charter School community to use social media for the positive support of the school and avoid using it for provoking a culture of dissent. The OCCA Parent Facebook Group that currently exists is not operated by the Charter School, but under individual administration led by a group of parents themselves. OCCA administration does not review independent pages and will not

recognize complaints until they are registered through formal channels.

OCCA retains the right to enforce Charter School policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

Communicating with Parents with Joint Custody

The Charter School will recognize and communicate with parents/guardians with joint legal custody pursuant to the law, unless a court order stipulates otherwise. In the case of completing Charter School forms, the Charter School encourages one of the parents/guardians to complete the forms so that the school does not receive conflicting and/or multiple information.

Parent Code of Conduct

Some of the most important principles upon which OCCA is founded and the basis for school rules that students at school are expected to follow, are founded on respect for others and personal responsibility. Parents/guardians play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. As one of the most influential role models in a child's life, one of the best ways for a parent/guardian to teach is to lead by example. Accordingly, OCCA expects the behavior of each parent/guardian and responsible adult with children enrolled at our Charter School to adhere to the standards of conduct set forth below.

This policy seeks to promote a school culture of respect and civility. Severe or persistent acts of uncivil conduct may, however, violate this policy. Violation of such policies may result in discipline, removal from Charter School facilities and events, or criminal charges as applicable. Nothing in this policy is intended to interfere with the ability of Charter School officials to maintain order and discipline in the school or to enforce school rules and applicable laws.

1. When visiting or volunteering at the school, parents/guardians shall observe all rules of the school, including checking in at the office and following check-in procedures.
2. If a parent/guardian feels that the actions of another child have infringed upon the rights of their child, under no circumstances shall the parent or guardian approach another child while at school to discuss or chastise them. The parents/guardians may make schedule a time to speak to the classroom teacher to seek a peaceful resolution to the situation. An approach directly to the other child's parent or guardian may also be made.
3. If a parent/guardian has questions or issues relating to the classroom or a class, they should first be addressed directly to the staff member in question. Parents are requested to set up a private meeting where their concerns can be discussed and the actions giving rise to such concern explained.

4. All communications regarding issues with other parents/guardians or staff at the Charter School or Charter School events shall remain respectful and address the issues at hand. Yelling, taunting, threatening, or abusive behavior, cursing, foul language, or derogatory remarks are not acceptable means of communication. Parents/guardians are expected to resolve issues through calm dialogue between the parties directly involved while respecting the dignity of others.
5. Parents/guardians shall protect the reputation and good name of people involved. Problems, differences of opinion and personality clashes are not resolved by involving other people in a disagreement or by taking sides in the argument. Problems should not be casually discussed with other parents/guardians in the Charter School, but should be dealt with one on one with the person or persons whom the parent/guardian has an issue.
6. It is easy for opinion to be mistaken for fact and rumors to be perpetuated by inaccurate information. Parents/guardians are expected to approach the relevant personnel within the Charter School to verify the factual basis of a story should they have any question. This approach can quickly and simply clarify the events in question and the intent involved and will minimize inaccurate information being passed throughout the community.
7. Parents/guardians are expected and required to follow the Parent/Guardian Conflict Resolution Procedure in order to resolve an issue with a staff member at OCCA. This policy requires that the issue first be addressed with the staff member directly and an attempt be made to resolve the same. If the parent does not reach a satisfactory resolution, they shall proceed through the appropriate supervisory personnel, as necessary.

Parental Conflict Resolution Procedure

The Board of Directors and staff at OCCA recognize the desire of the parent body to have a voice in the educational process of their children. The following procedure is to help facilitate a positive learning environment in which good problem-solving skills are utilized and modeled for our students. When a conflict arises between a parent/guardian and a staff member of OCCA, the following steps should be taken; the issue must not be discussed with other parents or staff in the school, but should be dealt with one on one. Most problems can be resolved in this manner.

1. The parent/guardian should arrange a meeting with the staff member to discuss their concerns and attempt to come to a mutually agreed upon solution.
2. If mutually agreed closure is not reached, the parent may arrange a meeting with the Headmaster of OCCA. In this meeting the parent/guardian should discuss the attempts that have been made to resolve the issue with the staff member. The Headmaster, at her

discretion, may invite the staff member to be present.

3. If there is still no closure, the parent may request a meeting with the Board Chair. The Headmaster, staff member and parent/guardian may be present at this meeting. This meeting is private.

Student Network Use

Students at OCCA shall not have access to the internet without staff supervision, and will not have the network or wireless passwords.

OCCA recognizes the need for supervision to protect our students. It is the Charter School's goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education.

OCCA does not assume responsibility for system failures that could result in the loss of data. It is the policy of OCCA to:

- prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access and other unlawful online activity;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- comply with the Children's Internet Protection Act.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Digital Citizenship

Family Contract for Online Safety

As a student of Orange County Classical Academy, I will practice **DIGITAL CITIZENSHIP**

by making the following pledge:

1. I pledge when I am at school, I will be **RESPONSIBLE** by using my **PERSONAL DEVICE** for **EDUCATIONAL PURPOSES** only.
 - a. I will always keep my device safe and secure.
 - b. I will visit educational websites that promote learning.
2. I pledge to be **HONEST!** I will make sure that I am **SAFE & APPROPRIATE** when I am online.
 - a. I will make good choices when I am online.
 - b. I will not share my personal information with anyone.
3. I pledge to show **RESPECT** and **COURTESY** to myself and others when I am online.
 - a. I will use **KIND WORDS** and remember that my “digital footprint” should not harm others.
 - b. I will **THINK** and make sure what I say and do online is True, Helpful, Inspiring, Necessary and Kind.
4. I pledge to have **COURAGE** and say “No” to **CYBERBULLYING**.
 - a. I will tell an adult if someone is being hurtful or unkind.
 - b. I will tell an adult if I see any content that is not appropriate.

I AGREE TO THE ABOVE:

As a parent at OCCA, I will help my child follow this agreement and will allow reasonable use of the internet as long as these rules and other family rules are followed.

Security Checks

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee) or school security officer, may conduct a reasonable search of a student’s person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search. Please see the Charter School’s Search and Seizure Policy for more information, this Policy is located on our school website at www.orangecountyclassicalacademy.org

Facility Use

The Headmaster will be the approving authority for all outside uses of the Charter School fields, building, and facilities. All non Charter School users will be required to carry insurance and list

the Charter School as an additional insured, and appoint a representative that will work with Administration and is capable of executing the Charter School's emergency and security procedures.

Academy Advisory Council

OCCA shall utilize an Academy Advisory Council ("Council"), functioning as a School Site Council, to ensure that parents/guardians and teachers are regularly consulted about the educational program and operations of OCCA and have the ability to participate actively in the governance of OCCA. The Council's actions shall be advisory to the Headmaster and Board of Directors.

The Council shall be composed of the Headmaster and representatives of teachers selected by teachers at the Charter School; and school personnel selected by other school personnel at the school; and parents of pupils attending the Charter School selected by such parents.

SECTION 5: GOVERNANCE AND MANAGEMENT

Board of Directors

Orange County Classical Academy (the "OCCA") is a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the "Board"). The Board operates in accordance with its bylaws and uses the principles of policy governance. The Board has entered into a Charter Agreement with Orange County Board of Education.

Board Responsibilities and Obligations

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission.

The Founding Board created Orange County Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following mission:

The Mission of the Orange County Classical Academy is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

Board Meetings

In compliance with the Brown Act (California's open meeting laws), the Board will:

- Establish a set schedule of meetings
- Post meeting dates in a conspicuous location, including the Charter School website (date, time, location)
- Post agendas not less than three (3) days in advance
- Post and place 24-hour notices for special meetings and state the reason for the special meeting in the notice
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and a record of votes

The Board welcomes public comments at each regular Board meeting. Public comments are limited to three (3) minutes.

Communication to the Board

The role of the Board is to oversee the Charter School and not to manage its daily operations. The Board will generally defer to the Headmaster to address questions, complaints, and grievances brought to the attention of school leadership. Furthermore, while the Board possesses overall control of the school, the Board's collective authority is not held by individual Board Directors acting alone. The Board does, however, recognize that accountability and good governance sometimes require that communication be brought to the Board directly. In such cases, the Board directs that the communication be submitted in writing to the Board Chair. Such communication can be addressed accordingly and delivered to the Charter School or sent via email to info@orangecountyclassicalacademy.org. Communication can also be provided verbally during the public comment period at a regular meeting of the Board (see above).

SECTION 6: PRIVACY

Family Educational Records and Privacy Act

Definitions

Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - a. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - b. made, maintained, or used only in connection with treatment of the student; and
 - c. disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School;
5. Records that only contain information about an individual after he or she is no longer a student at the School.
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. Directory information includes a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous educational agency or institution attended by the student.

Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

Disclosure of Directory Information

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information:

1. The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c));
2. A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law);
3. The recipients of the directory information;
4. The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and
5. The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information.

The notice shall be in the form of the registration packet for new students, special letter, student handbook, or newsletter/paper article. Within 30 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must

inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The right to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA.

The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.
- Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

- The procedure for requesting amendment of records;
- A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
- Assurances that the School will not release information to third parties for immigration enforcement purposes, except as required by law or court order;
- A description of the types of student records maintained by the School; A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the

School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student’s personally identifiable information.

Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Headmaster. Within 30 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

Copies of Education Records

The School will provide copies of requested documents within 10 days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student’s right of privacy, he or she may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student’s right of privacy. The School will respond within ten (10) days of the receipt of the request to amend. The School’s response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

Hearing to Challenge Education Record

If the School denies a parent or eligible student’s request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 20 days before the hearing.

The hearing will be conducted by the Headmaster. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Headmaster's decision will be based solely on the evidence presented at the hearing. Within 30 days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision. If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below and for directory information. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of

student information that is not otherwise subject to release, the School shall not release the information.

The School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests. The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take the following action steps:

- Notify the Headmaster about the information request;
- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The School will disclose education records, without consent, to the following parties:

- a. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

- b. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- c. Other schools to which a student seeks or intends to enroll;
- d. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- e. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- f. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- g. Accrediting organizations in order to carry out their accrediting functions;
- h. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- i. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- j. Persons who need to know in cases of health and safety emergencies;
- k. State and local authorities, within a juvenile justice system, pursuant to specific State law.
- l. A victim of an alleged perpetrator of a crime of violence or a non forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
- m. If the School participates in the federal Lunch Program, the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
- n. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- o. Other disclosures as provided by applicable law.

Requirements in Specific Disclosure Situations

If the School education records pursuant to Section V.b. above without consent to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, the School will make a reasonable attempt to notify the parent or eligible student at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section IV.C. above.

Record Keeping Requirements

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena. The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202**

APPENDICES:

Appendix A. Change Log

This is version 4.0 of the OCCA Student/Family Handbook. The handbook and the policies herein were adopted for use by the OCCA Board of Directors for use during the 2023-24 school year on August 10, 2023.

Future changes to the handbook and policies contained herein will be noted in this appendix.

Appendix B. Parent Acknowledgement & Honor Code

Parent Acknowledgement

I, _____ (printed name of parent/guardian), do hereby recognize receipt and review of the Orange County Classical Academy Family Handbook, 2023-24. As a parent/guardian of a child enrolled in OCCA, I agree to abide by these terms and support the mission and operations of the school.

Signature: _____ Date: _____

Honor Code

An Orange County Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in prudence, justice, moderation, fortitude, and wisdom.

Parent/Guardian Pledge

I have carefully discussed the OCCA Honor Code with my child and my child understands what it means. I pledge to encourage my child to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will help my child aspire to excellence in prudence, justice, moderation, fortitude, and wisdom.

Name(s): _____

Signature(s): _____

Date: _____

Student Pledge

(To be signed by all students in grades 5-8)

I understand the OCCA Honor Code and have discussed it with my parent(s). I pledge to be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will aspire to excellence in prudence, justice, moderation, fortitude, and wisdom.

Name: _____

Signature: _____

Date: _____

Appendix C. Professional Boundaries: Staff/Student Interaction Policy

Overview

Orange County Classical Academy (“OCCA”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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

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

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.

- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

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

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

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

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.

- (k) Informing the Headmaster about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Appendix D. Suicide Prevention Policy

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

In compliance with Education Code section 215, this policy has been developed in consultation with OCCA and community stakeholders, OCCA school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating OCCA’s strategies for suicide prevention and intervention across all OCCA school grades, TK-12th. OCCA must work in conjunction with local government agencies, community- based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, OCCA shall appoint an individual (or team) to serve as the suicide prevention point of contact for OCCA. The suicide prevention point of contact for OCCA and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, OCCA created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, and parents.

OCCA designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;

- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

OCCA, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.
 - ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).

- f. How to identify youth who may be at risk of suicide.
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on OCCA guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on OCCA guidelines.
- h. Charter School-approved procedures for responding to suicide risk (including multi- tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re- entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.

- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student’s emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of OCCA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the OCCA Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, OCCA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging

about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with OCCA and is characterized by caring staff and harmonious interrelationships among students.

OCCA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

OCCA's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding OCCA's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

OCCA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, etc.).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based

mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at OCCA or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

- d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
 4. After a referral is made, OCCA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, OCCA may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at OCCA.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the OCCA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in OCCA's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. OCCA staff may receive assistance from OCCA counselors or other mental

health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the OCCA campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like OCCA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in OCCA activities to notify a teacher, the Executive Director, another OCCA administrator, psychologist, OCCA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. OCCA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. OCCA shall

follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

| Use | Do Not Use |
|--|---|
| <p>“Died by suicide” or “Took their own life”</p> | <p>“Committed suicide” Note: Use of the word “commit” can imply crime/sin</p> |
| <p>“Attempted suicide”</p> | <p>“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide</p> |

11. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Appendix E. Suspension/Expulsion Policy and Procedures

Policy:

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Orange County Classical Academy. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. The Academy is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Academy staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be set forth in the Family Handbook, which will be printed and distributed annually to students and families, which will clearly describe discipline expectations.

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

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

No student shall be involuntarily removed by the Academy for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Academy shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Academy issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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

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

Procedures:

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person
 - b) Willfully used force or violence upon the person of another, except self-defense
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
 - e) Committed or attempted to commit robbery or extortion
 - f) Caused or attempted to cause damage to Academy property or private property, which includes but is not limited to, electronic files and databases
 - g) Stole or attempted to steal Academy property or private property, which includes but is not limited to, electronic files and databases
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student
 - 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 Academy activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other Academy officials, or other Academy personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
 - l) Knowingly received stolen Academy property or private property, which includes but is not limited to, electronic files and databases
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
 - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing 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 the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or Academy-sanctioned events
- q) Made terroristic threats against Academy officials and/or Academy property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of Academy property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those student’s person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Academy.

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

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

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

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

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

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Academy employee, with the Superintendent or designee's concurrence.
 - x) A student who exercises academic dishonesty in the form of cheating or plagiarism, who has been previously reprimanded, may be suspended.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster/Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to Academy property or private property, which includes but is not limited to, electronic files and databases

- g) Stole or attempted to steal Academy property or private property, which includes but is not limited to, electronic files and databases .
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- 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 Academy property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or Academy-sanctioned events.
- p) Made terroristic threats against Academy officials and/or Academy property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of Academy property, which

includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Academy.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or

sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

- (u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - (v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster/Executive Director or designee’s concurrence
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster/Executive Director or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy

The Academy will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Headmaster/Executive Director or designee with the student and the student’s parent(s)/guardian(s) and, whenever practical, the teacher, supervisor or Academy employee who referred the student to the Headmaster/Executive Director or designee.

The conference may be omitted if the Headmaster/Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Academy 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 the Academy for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Academy officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/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, email, 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(s) committed by the student as well as the date the student may return to the Academy following the suspension. If Academy 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 Headmaster/Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent(s)/guardian(s), unless the student and the student's parents fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the

student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Academy's Board of Directors following a hearing before it or by the Academy's Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the Academy's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. 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 Headmaster/Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to 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 student. The notice shall include:
- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Academy's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Academy to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Academy 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 Academy 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity 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 the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.

H. 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Academy's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors

shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Headmaster/Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's 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 the Academy.

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

K. Disciplinary Records

The Academy shall maintain records of all student suspensions and expulsions at the Academy. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Academy as the Academy Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Academy 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.

N. Rehabilitation Plans

Students who are expelled from the Academy shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Academy for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Headmaster/Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Headmaster/Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Headmaster/Executive Director or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the student 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 student's readmission is also contingent upon the Academy's capacity at the time the student seeks readmission or admission to the Academy.

P. Notice to Teachers

The Academy shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

1. Notification of SELPA

The Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the

Academy or the SELPA would be deemed to have knowledge 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 so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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 Academy, 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 parent/guardian 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 Academy, the parent/guardian, 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 Academy, the parent, and relevant members of the IEP/504 Team make the determination 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 child, provided that the Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a 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/guardian and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent/guardian, 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 direct result of the failure to implement the IEP/504 Plan, then the Academy 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

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, 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/guardian or the Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Academy agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Academy 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 Headmaster/Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 U.S.C. Section 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 U.S.C. Section 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 pursuant to IDEA and who has violated the Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Academy had knowledge that the student was disabled before the behavior occurred.

The Academy shall be deemed to have knowledge 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 Academy supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.

- c. The child's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Academy supervisory personnel.

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

The Academy shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix F. Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Orange County Classical Academy ("OCCA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. 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.

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

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

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

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

Mike Davis
Director of School Development and Culture
Michael.Davis@OrangeCountyClassicalAcademy.Org

4100 E. Walnut Avenue,
Orange, CA 92869
657-223-9420

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

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

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

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

Sexual harassment may include, but is not limited to:

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

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

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

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

Prohibited Bullying

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

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

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

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

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

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

3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in OCCA’S education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that OCCA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in OCCA’S education program or activity.

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

OCCA advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

OCCA informs Charter School employees, students, and parents/guardians of OCCA’S policies regarding the use of technology in and out of the classroom. OCCA encourages

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

2. Education

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

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

OCCA'S bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

OCCA informs OCCA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

OCCA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other OCCA employees who have regular interaction with students.

OCCA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by OCCA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

OCCA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for OCCA’S students.

Grievance Procedures

1. Scope of Grievance Procedures

OCCA will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the OCCA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, OCCA will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Mike Davis
Director of School Development and Culture

Michael.Davis@OrangeCountyClassicalAcademy.Org
4100 E. Walnut Avenue,
Orange, CA 92869
657-223-9420

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

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

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

OCCA acknowledges and respects every individual's right to privacy. 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. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

OCCA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform

the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to OCCA'S education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or OCCA'S educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. OCCA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of OCCA to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of OCCA, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

- A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that OCCA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - OCCA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with OCCA'S policies.
 - OCCA may remove a respondent from OCCA'S education program or activity on an emergency basis, in accordance with OCCA'S policies, provided that OCCA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, OCCA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If OCCA offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - OCCA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
 -

- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. OCCA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, OCCA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in OCCA'S educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable OCCA policy.
 - OCCA may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at OCCA; or
 - The specific circumstances prevent OCCA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

- If a formal complaint of sexual harassment or any of the claims therein are dismissed, OCCA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - OCCA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of OCCA'S code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

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

6. Right of Appeal

Should the reporting individual find OCCA'S resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of OCCA'S decision or resolution, submit a written appeal to the Chair of the OCCA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and OCCA will implement appeal procedures equally for both parties.
- Within five (5) business days of OCCA'S written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from OCCA'S dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- OCCA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

OCCA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize OCCA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____