



Odyssey Charter School

PARENT & STUDENT HANDBOOK

Odyssey Charter School
725 West Altadena Drive
Altadena, CA 91001
626|229|0993
626|345|0704-Fax
www.odysseycharterschool.org

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This Odyssey Charter School Parent/Student Handbook is published by Odyssey Charter School and has been approved by the Odyssey Charter School Governing Board effective October 25, 2016.

About Odyssey

Odyssey Charter School (“OCS,” “Odyssey” or “Charter School”) is a unique learning environment which offers a safe and warm community of parents, teachers, and staff committed to students’ education and where the focus is always on the student. The following statements elaborate on these philosophies and beliefs.

VISION

Odyssey Charter School is a nurturing environment where self-directed students develop academic skills and real life knowledge through exploration, investigation, reflection, and collaboration with other students, teachers, parents and the wider community: a classroom without walls.

MISSION

The mission of Odyssey Charter School is to develop students who are active in their learning, aware of their interests, and who seek to expand and explore their knowledge through dynamic collaboration with peers and teachers within an academic setting and the larger community.

This is achieved in classroom environments by creating an active and engaging learning environment grounded in a workshop format. Odyssey envisions workshop as an opportunity for student choice within an environment of academic excellence.

Odyssey’s nurturing environment provides students with the tools and values they need for their own social emotional wellbeing and to be socially responsible in a rapidly changing global community. In addition to high academic standards, Odyssey’s nurturing environment provides students with opportunities that allow them to take ownership of their learning which they can transfer to their lives outside the classroom walls.

LEARNING DOMAINS

Odyssey’s unique school design and instructional program educates students in three interdependent learning domains— academic excellence, social emotional wellbeing, and social responsibility. These three domains are seen working in unison throughout our educational program in every classroom with the aim of developing students who are active in their learning, aware of their interests, and who seek to explore and expand their knowledge beyond the classroom.

Academic Excellence

Academic Excellence is the ability to think critically, transfer knowledge and undertake original thinking with creativity and imagination. A workshop based approach provides opportunities to integrate multiple content areas and for teachers to be responsive to student interests. By focusing instruction in a workshop based approach, teachers are better able to meet the learning needs of students, address student interests and incorporate standards within an environment of academic excellence. Odyssey’s curriculum includes four core content areas: English Language Arts/Literacy, Mathematics, Science, and History/Social Science. Other non-core subject areas taught include the study of the arts, humanities and physical education. The

content of instruction is guided by both the California Common Core State Standards (CA CCSS) and the Content Standards for California Public Schools for History-Social Science, the Next Generation Science Standards (NGSS), and the English Language Development Standards for California Public Schools.

Social Emotional Wellbeing

Social Emotional Wellbeing is the ability to develop self-reflection and effective problem solving skills. This serves as the foundation for respect for oneself and differing lifestyles, views and beliefs of others. We strive to be a caring community where social and academic learning are fully integrated throughout the school day, and where students are nurtured to be strong, ethical, critical thinkers.

Odyssey utilizes The Responsive Classroom (Northeast Foundation for Children, Inc (NEFC), 2007) approach to teach social, emotional, and academic skills. This approach is based on the principle that children learn best when they have both academic and social emotional skills.

Social Responsibility

Social Responsibility is a student's ability to perceive social needs and global concerns. Through increasing awareness and sensitivity toward social, cultural, and environmental concerns, students apply leadership and problem solving skills to make positive contributions to their community and society. By accessing resources in the community, Odyssey provides students opportunities for ongoing civic engagement and leadership, which increases their understanding of ways to contribute to society. Students collaborate with teachers, parents, and the community at large to create innovative ways to apply their knowledge and leadership skills in a real-world context.

Emergency Procedures

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations.

Should we have a major earthquake or disaster during school hours, your student(s) will be cared for at the school. Odyssey Charter School has a Safe School Plan, which has been formulated to respond to a major catastrophe, including earthquakes.

Your cooperation is necessary in any emergency. Please read and understand the following procedures to help us maintain the safety of our school and students.

- **Do not telephone the school.** Telephone lines may be needed for emergency communication.
- In the event of a serious earthquake or disaster, students will be kept at the school until an adult who has been identified on the emergency contact list, which is required to be filled out by parents as part of the Enrollment Packet, picks them up. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - They are 18 years of age
 - They are usually home during the day
 - They could walk to school, if necessary
 - They are known to your child
 - They are both aware of and able to assume this responsibility
- Turn your radio to KFI 640 AM, KNX 1070 AM, or KFWB 980 AM for emergency announcements. If students are to be kept at school, radio stations will be notified.
- Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the school emergency list. During an extreme emergency, students will be released at designated reunion areas located at the school. Please instruct your student to remain at school until you or a designee arrives. Since local telephone service may be disrupted, also list an out-of-state contact on the emergency card since calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies. You may request a copy of our Safe School Plan at the Front Office.

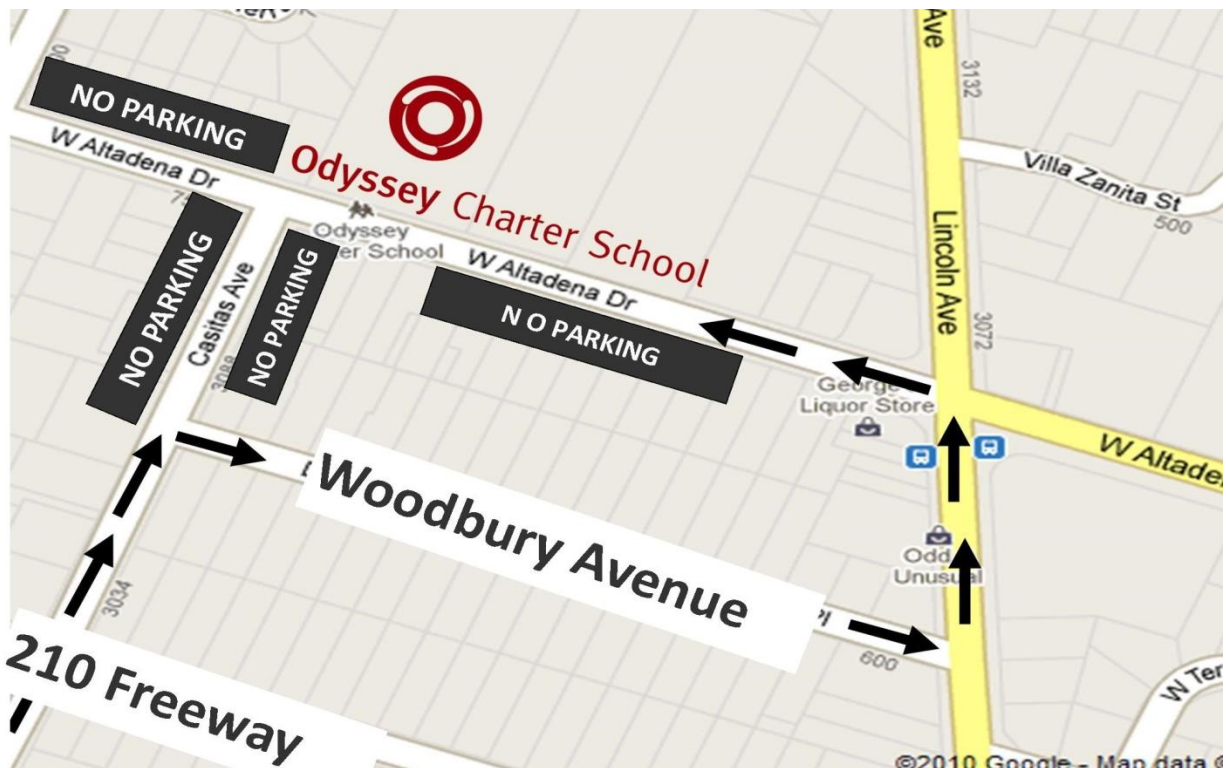
Traffic Patterns and Student Drop-Off & Pick-Up Procedures

Per Odyssey Charter School Policy and our Pasadena Unified School District Facilities Lease Agreement, below are our parking, pick-up and drop-off procedures. This procedure was designed to comply with our lease agreement, ensures the safety of our students, and minimizes the impact of our school and traffic in our neighborhood. These procedures have been established to ensure the safety of all children and in accordance with guidelines from the Altadena Sheriff Department:

Please read, understand, and follow these guidelines:

- Ⓞ Entry to the campus is restricted **ONLY** to **WESTBOUND** traffic on Altadena Drive
- Ⓞ Parking on Casitas Avenue, Altadena Drive, and neighborhood driveways is **PROHIBITED**. Please do not pull into **ANY** driveway to drop off or pick up your child.
- Ⓞ If you chose to walk your child onto campus or to their classroom, you **MUST** park in a designated **VISITOR** Parking spot on the Odyssey campus
- Ⓞ Entry to the campus from Casitas Avenue is **PROHIBITED**. If you use the 210 Freeway, please turn onto Woodbury Road and proceed to Lincoln Avenue and then turn left at Altadena Drive.

The map below details these instructions.



Drop-Off & Pick-Up Lane

Drivers may only approach the school from the east side of the campus (Lincoln Avenue). A carpool lane is visibly marked with orange cones. Enter the carpool lane slowly, and wait for a staff and/or designated volunteer to assist your child(ren) as they exit and enter the vehicle. Children must exit or enter the vehicle from the right side (passenger side) of the vehicle. At NO time, will children be allowed to enter or exit a vehicle on the street side of the vehicle.

Students may NOT be dropped off in the parking lot; If you enter the parking lot for drop off, you must park in a "Visitor" space, and accompany your child to the school entryway.

Please ensure you allow ample time to arrive before the start of the school day at 8:15am. Morning traffic is heaviest between 8:05 and 8:15am.

Drop-Off

Students may be dropped off between 7:45 a.m. and 8:15 a.m. There is no supervision on the schoolyard available before 7:45 a.m. and students may not be dropped off prior to that time.

A warning bell will ring at 8:10 a.m. to alert students that it is time to line up for class. Another bell will ring at 8:15 a.m. to signify the beginning of the school day.

Pick-Up

Monday (1:30p.m. Dismissal)

All students are dismissed at 1:30 every Monday. Pick up of all K-8th grade students will begin promptly at 1:30p.m. There will be no supervision after 1:45 p.m. and students may not be left unattended on campus. If you have an emergency and are unable to pick up your child(ren) by 1:45 p.m., please contact the office immediately. Your child will remain in the office or with his/her teacher until you arrive.

Tuesday through Friday Dismissal for Grades K-2nd (2:30p.m.)

Pick-up for students in grades Kinder through 2nd grade is at 2:30p.m. Supervision during pickup is only available until 3:00p.m. There will be no supervision after 3:00 p.m. and students may not be left unattended on campus.

Tuesday through Friday Dismissal for 3rd Grade(2:40p.m.)

Pick-up for students in 3rd grade is at 2:40p.m. Supervision during pickup is only available until 3:00p.m. There will be no supervision after 3:00 p.m. and students may not be left unattended on campus.

Tuesday through Friday Dismissal for Grades 4th-8th (2:45p.m.)

Pick-up for students in grades 4th through 8th is at 2:45p.m. Supervision during pickup is only available until 3:00p.m. There will be no supervision after 3:00 p.m. and students may not be left unattended on campus.

If you have an emergency and are unable to pick up your child(ren) within 15 minutes of their designated dismissal time, please contact the office immediately. Your child will remain in the office or with his/her teacher until you arrive. To ensure the safety of all students, if the school is unable to reach the parent or other contacts on the emergency card, within 30 minutes of dismissal, the student will be released to the Altadena Sheriff Department.

Late Arrival and Early Pick-Up

If a student arrives after 8:15 a.m., he/she is tardy and must proceed to the front office. The front office will give the student an "Admit Slip" to take to his/her teacher. If a student will be picked up prior to the end of the school day, the parent/guardian must come to the office and sign out their child. Any student who arrives after 8:30 a.m. **MUST** be accompanied by their parent/guardian to the front office. The parent/guardian must sign their child in with the front office.

Parking Lot

If visiting the school, you may park in one of the designated "Visitor" parking spaces. All "Visitor" parking stalls are located in the front of the parking lot (before the chain link fence). All other parking stalls (beyond the chain link fence) are marked "STAFF". Additional "Visitor" parking is available in the rear of the parking lot. Parking to Odyssey parents, staff and guests is restricted to the campus parking lot **ONLY**.

Visitors are asked to enter the parking lot by making a right-hand turn into the lot when approaching the school from East (via Lincoln Avenue). When exiting the parking lot, visitors are asked to exit slowly and proceed forward to Casitas Avenue or turn right onto Altadena Drive.

Left turns onto Eastbound Altadena Drive are NOT allowed.

While in the parking lot, basic traffic laws apply; for example:

- No double parking
- No parking in handicap spaces without appropriate placard

Violations:

The Altadena Sheriff Department will issue a citation to parents who violate related traffic laws and/or create a safety hazard.

Odyssey Family Involvement

At Odyssey Charter School, we expect all members of our community to be fully engaged in a variety of ways in their child's education. While we understand that each family will participate in different ways, this Family Involvement Policy is what we expect each family to contribute to our community. Please ensure you understand and discuss this policy with your family and find ways to meet these expectations.

Participate

Family support and active participation in their child's learning is critical for students' success. Parents/guardians at Odyssey Charter School will:

- Attend the mandatory OCS Parent Orientation
- Participate in students' ILP Conference held in late October
- Ensure that student arrives and is picked up on time daily
- Provide a nutritious snack and lunch every day or arrange for a school lunch
- Provide adequate time, effort, environment and support for student to complete all schoolwork and homework to the best of his/her ability
- Check student's agenda and backpack daily and initiate contact with teacher whenever a question arises
- Keep informed of all school and classroom happenings by reading Thursday Packet, Teacher Newsletters, OPPG Messages, School & Teacher Websites, and Room Parent Communications

Donate

A donation is not required to attend OCS and the inability to donate or raise funds will not impact your child's enrollment or participation at OCS. However, financial contributions and participation in our various fundraisers is a critical source of funding which enables us to provide students an enriched classroom experience. This can be achieved in the following ways:

- Contribute to the Annual Campaign by donating or raising money; donating is easy and can be done online at: <http://www.odysseycharterschool.org/support/donations.cfm>
You can also encourage grandparents and other family members to donate on your child's behalf.
- Raise funds through one of the many Odyssey fundraisers throughout the year. Events such as our Read-A-Thon, Run-4-Fun, and Casino Night are great ways to obtain donations from your extended family.

Volunteer

Volunteering is not required to attend OCS but we strongly encourage families to do so. Being involved is easy at Odyssey Charter School. There are many ways families can volunteer and become further connected to our school. Families will volunteer in at least two of the following ways:

- Volunteer in a classroom
- Serve on the Odyssey Charter School Governing Board or School Site Council
- Serve as a Room Parent
- Serve on the OPPG (Odyssey Parent Participation Group) Leadership Team or Committee
- Volunteer on the Arts Odyssey Committee
- Help beautify our campus during OCS Parent Workdays
- Assist teachers when requested
- Lead or assist with an Odyssey Event or Fundraiser (listed below)
- Bring event and fundraiser ideas or suggestions to OPPG

Please review our volunteer policy below for more information about volunteering at Odyssey.

Attend

Attendance at community events is not required to attend OCS. Being an active member in our community makes us successful! You can contribute to our success by attending as many School & OPPG Meetings as possible, and at least three of the many events held throughout the year. These include:

- | | |
|---------------------|-----------------------|
| ▪ Family Math Night | ▪ Casino Night |
| ▪ Stone Soup Day | ▪ Earth Day |
| ▪ Fall Fundraiser | ▪ Run-4-Fun |
| ▪ Rock Fest | ▪ Charity Marketplace |
| ▪ Dr. Seuss Day | |

Visiting and Volunteering

Odyssey welcomes the assistance and support offered by its volunteers in many capacities. While OCS encourages such participation, the Charter School also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, OCS has established the following procedures, to facilitate volunteering and visitations during regular school days:

- All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.

- Each fall, OCS will conduct an orientation session for volunteers to review volunteering requirements and expectations, and support parents in their volunteering efforts and working with students in the classroom.
- Volunteers who will volunteer outside of the direct supervision of an employee shall submit to background checks and fingerprinting and receive background clearance prior to volunteering without the direct supervision of an employee. Odyssey Charter School will maintain documentation that all applicable volunteers have clear criminal summaries prior to having any unsupervised contact with students. Volunteers are responsible for the cost of background checks and fingerprinting. For families who are eligible to receive free or reduced price meals, OCS will have scholarships available to cover or minimize this cost.
- Volunteers will be assessed and examined (if necessary) tested for tuberculosis prior to commencing volunteer service.
- Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave his or her volunteer position for that day.
- In order to preclude situations which could bring about a conflict of interest a volunteer shall not ordinarily be appointed to a position, or be involved in volunteer activities, where a member of his/her immediate family maintains supervisory or evaluation responsibilities for the position. However, immediate family members may volunteer at the Charter School with the approval of the Executive Director or designee.
- Volunteer services are available to the students as a whole, and are based upon OCS' assessment of the students' needs. These may include, but are not limited to, teaching facilitation or mentoring (with appropriate credentials or supervision), and supervision of enrichment activities.
- Volunteer activities may also include services that support the Charter School's needs and goals; including, but not limited to, fundraising, public relations, clerical, construction and maintenance.
- When working with students and families, volunteers may encounter confidential information protected by federal law. This could occur by overhearing students' conversations, witnessing conflicts between students and teachers, or encountering a student with a medical, social, financial or educational problem. Volunteers must adhere to the same standards of confidentiality as professional staff. Any information learned about OCS students or employees as a result of volunteering is strictly confidential, and may not be disclosed to a third party unless specified by the Executive Director or designee.
- Volunteers shall not be in possession of or under the influence of, alcoholic beverages and/or illegal drugs or in possession of firearms while serving in a volunteer capacity.

- When serving as a chaperon at an official Charter School event, the volunteer will not leave the grounds unless approved in advance by the staff in charge of the event.
- Volunteers shall not meet privately with one student at a time. Other students, or staff, must be present.
- Volunteers shall not use obscene or discriminatory language at OCS or any Charter School event.

Volunteers shall not sign any agreements or documents on behalf of the Charter School. If they are asked to sign such an agreement they should contact the Executive Director or designee for assistance.

Independent Study Policy

Odyssey may offer independent study to meet the educational needs of students who receive prior approval for absences exceeding three school days due to travel, extended illness, or another cause of three or more school days in duration. Independent study will be limited to occasional, incidental instances of extended absences and will be offered in conformance with this Board Policy.

An independent study agreement shall not exceed thirty (30) school days in duration. At the discretion of the Executive Director, an new independent study agreement may be entered into, in the event of medical emergencies, family emergencies, or other extraordinary circumstances, but may not be granted for more than one trimester.

The objective of independent study is to meet the educational needs of students enrolled in the Charter School who are unable to be present for in-class instruction. Independent study is an option designed to complement, but not supplant, in-class instruction. Students who utilize independent study will be provided with reasonably adequate instructional materials and tools to ensure learning occurs during the period of his/her contract.

The following written policies have been adopted by the Governing Board for implementation of the Independent Study Policy at Odyssey Charter School:

1. For students in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be ten (10) school days.
2. When any student fails to complete three (3) assignments during any period of ten (10) school days, the Executive Director or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three years from the date of the evaluation and if the student

transfers to another California public school, the record shall be forwarded to that school.

3. A current written independent study agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a student's assignments and for reporting his or her progress
 - The objectives and methods of study for the student's work, and the methods utilized to evaluate that work
 - The specific resources, including materials and personnel, that will be made available to the student
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study
 - The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction
 - Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and school personnel who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. The Charter School shall comply with Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act and the State Board of Education regulations adopted thereunder.
5. The Executive Director shall establish regulations to implement these policies in accordance with the law.

Attendance & Truancy Policy

Attendance

All students at Odyssey Charter School are subject to compulsory full-time education. Further, it is essential to a child's education that he or she attends school daily and arrives on time. All students are expected to be in school every day unless they have a valid excuse. A student is considered absent when she or he is not in school. All students are expected to arrive to school and to class on time. A child is considered tardy when she or he is late to school or late to class. Further, a student is considered late to school once the 8:15 a.m. bell rings, denoting the start of the school day. When children are tardy, they miss out on pertinent information, class planning, opening activities, and explanations. Tardiness is also disruptive to the teachers, other students and office staff.

Excused Absences

Odyssey Charter School will voluntarily comply with Education Code §48205(a), for purposes of excusing absences and allowing pupils to make up missed work. Education Code §48205(a), states,

"A pupil shall be excused from school only when the absence is due to his or her illness; due to quarantine under the direction of a county or city health officer; for the purpose of having a medical, dental, optometric, or chiropractic services rendered; for the purpose of attending the funeral services of a member of his or her immediate family (so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California); for justifiable personal reasons, including, but not limited to observance of a holiday or ceremony of his or her religion, attendance at religious retreats (not to exceed four hours per semester); or when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board."

Reporting Absences & Tardies

It is the responsibility of the parent or guardian to contact the school office in the morning if his or her child(ren) will be absent or tardy and to provide appropriate written documentation for excused absences as defined above, i.e., a note from the parent or guardian (for illness less than three days), the doctor or medical facility (if the absence is due to a medical, dental, optometric or chiropractic appointment), court documents, etc. for the student's file. In addition, if a student is absent for three or more consecutive days for medical reason(s), the student will need a release from his or her physician before returning to school. If a student is tardy, the parent or guardian must accompany the student to the office and sign the child(ren) in to school for the day.

A student may not participate in an after-school, extracurricular activity if he/she was absent without a valid excuse from school on the day of the activity.

Truancy

According to Education Code §48260(a), which Odyssey voluntarily complies with, any student subject to compulsory full-time education who is absent from school without valid excuse (defined above) for three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

Consistent with Education Code §48260.5, when a student is determined to be truant, the school will notify the parent or guardian, by first-class mail or other reasonable means, of the following:

- That the student is considered a truant
- That the parent or guardian is obligated to compel the student to attend school
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
- That the student may be subject to prosecution
- That the parent or guardian has the right to meet with the Executive Director or designee to discuss solutions to the student's truancy
- That the parent or guardian must accompany the student to school and attend classes with the pupil for one day

Any student who has been reported as a truant and who is again absent from school without valid excuse one or more days or tardy on one or more days will again be reported as a truant.

Irregular Attendance

Odyssey Charter School defines irregular attendance as any student who is absent or tardy (three) days or more in any given trimester, **which includes excused and unexcused absences and tardiness** as defined above. Irregular attendance includes ALL tardiness, including tardiness of only a few minutes in any given day.

Violations

The Executive Director, or designee, shall implement positive steps to reduce truancy and irregular attendance, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive excused or unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive absences of any kind. If all attempts to resolve the student's

attendance problem are unsuccessful, the Charter School will implement the processes described below.

Once a student is truant or demonstrates irregular attendance the following procedures will be initiated via written notification:

Communication with Parents/Guardians

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School.
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.

Referral to Attendance Review Team (ART)

Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the Attendance Review Team (ART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3."

The ART will be comprised of the Executive Director, the child's teacher, the parents/guardians and the student. Other members of the team may include but not be limited to the SPED Coordinator, the School Psychologist, the student's Advisor and any other personnel whom the school deems necessary to support the child's attendance. The ART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- a. The ART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
- b. The ART panel will identify the corrective actions required in the future and shall have the authority to order one or more of the following consequences:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. Required school counseling
 - iv. Loss of field trip privileges
 - v. Loss of school event privileges
 - vi. Required remediation plan as set by the ART
 - vii. Notification to the District Attorney

- c. The ART panel may discuss other school placement options.
- d. Notice of action recommended by the ART will be provided in writing to the parent/guardian.

For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be deemed to have voluntarily dis-enrolled and notification of the disenrollment will be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian will receive notice that the Charter School has deemed the student to have voluntarily dis-enrolled and has notified the student's district of residence of the student's disenrollment.

The parent/guardian may appeal the student's disenrollment to the ART panel within five (5) days of receipt of the notice. If no appeal is brought within that five (5) day period, the parent/guardian will be deemed to have waived that right. The parent/guardian may appeal the decision of the ART panel to the Odyssey Charter School Governing Board whose decision will be final.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after an ART meeting, or if the parents fail to attend a required ART meeting, the parents and the child may be referred to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section

422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

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

Enrollment Policy

Odyssey Charter School offers parents an alternative public school choice. Odyssey is committed to helping parents make an informed decision about whether Odyssey Charter School is an appropriate option for their children. Enrollment preference, in the event that the number of students who wish to attend exceeds the Charter School's capacity, is extended to children of Odyssey employees first and siblings of current students second. Existing students are exempt from a public random drawing. Odyssey Charter School uses non-discriminatory processes in admissions and actively recruits a diverse student population from the communities being served by Odyssey.

During the open enrollment period, if the number of children who wish to attend Odyssey exceeds the school's capacity or the capacity of a particular grade, enrollment, except for existing Odyssey students, will be determined by a public random drawing. The school will maintain a waiting list for students not selected through the lottery process based upon the random order established in the lottery. The waiting list will be utilized should an opening occur. If spaces remain open after the open enrollment period and public random drawing, they will be filled on a first-come, first-served basis.

Given that enrollment in Odyssey Charter School is a "parent choice," transportation will be the responsibility of the parent and will not be provided by the school, except in specific cases where transportation may be otherwise mandated by law.

Enrollment Process & Timeline

New Families

In order to participate in Odyssey's Enrollment Lottery interested families must:

1. Attend an Enrollment Tour where parents will learn about Odyssey's educational program, and visit the campus.
2. Complete and submit a Registration Form and other relevant documents by the published deadline
3. If necessary, a public random drawing will determine enrollment for the upcoming school year by grade, and establishes a waiting list once all known openings are filled
 - a. For families with more than one student the following will occur:
 - i. If there is space available for all students in the family, all students will be admitted
 - ii. If there is no space available for any students in the family, all students will be placed on the Waiting List according to their draw in the lottery
 - iii. If space is available for one or more students in the family to enroll, any remaining students in that family will be given preference in the public random drawing
4. After the public random drawing, all families will be notified of their enrollment status. (Space available and/or appropriate Waiting List placement)

5. Families must accept or decline enrollment within 48 hours of notification otherwise enrollment will be forfeited.
6. Students on the Wait List who are not notified of an opening throughout the duration of any given school year will not automatically re-enter into the upcoming year Enrollment Lottery, and must complete and submit a new Registration Form during the open enrollment period.

Current Families

Each winter trimester, Intent to Continue Enrollment Form will be sent home to each family currently attending Odyssey Charter School. The Intent to Continue Enrollment Form must be returned to the office by the specified deadline. Failure to return the Intent to Continue Enrollment Form by the specified deadline, will result in forfeiture of enrollment for the upcoming school year.

Families who wish to enroll sibling(s) who are not currently enrolled, must specify the siblings' name and grade level on the Intent to Continue Enrollment Form. This will register the sibling(s) for admissions preference.

Odyssey Staff

Current staff who wish to enroll their child(ren), must specify the child(ren) name and grade level on the Registration form. This will register their child(ren) for admissions preference.

Enrollment Conditions

Enrollment Documents—All families must complete and submit all Enrollment Packets by the published deadlines. Failure to return all documents by the given deadline will result in forfeiture in enrollment

Parent & Student Agreement—At the start of the academic year, Parents and students will be required to read and sign a Parent & Student Agreement acknowledging:

1. They understand and value the school's vision and the distinctive characteristics of the educational program
2. They agree to adhere to Odyssey Charter School's policies and procedures and failure to do so may result in forfeiture of enrollment
3. A commitment to actively participate in their child's education both at school and at home

Residency Requirement—Admission to Odyssey Charter School will be open to any resident of the state of California

Minimum Age Requirement—Kindergarten students must be at least five years old as of September 1st for the every year thereafter. Additionally first graders must be age six by December 1st

Non-Discriminatory Practices—Odyssey Charter School pledges to use nondiscriminatory practices in the recruitment and enrollment of students and will actively recruit a diverse student population reflective of the communities being served.

Free and Reduced Price Meals

The School participates in the National School Lunch Program. Applications for free or reduced price meals are included in enrollment packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

State Testing

California Assessment of Student Performance and Progress (“CAASPP”) **Testing:** Notwithstanding any other provision of law, a parent’s or guardian’s written request to the Executive Director to excuse his or her child from any or all parts of this state assessment shall be granted.

Health Policies & Procedures

Student Illnesses

In order to assess a child's immediate health, the Administrative Assistant or other staff member is able to:

- Monitor a child's temperature with a thermometer
- Monitor a child if he/she is feeling ill, such as a headache, stomachache or body ache, but does not have a fever
- Assist a child who is vomiting
- Administer basic first aid to scrapes and scratches

In the event that a student has a fever, which we define as 100°F or higher, or is vomiting, the parent(s) will be called and asked to pick up their child.

School personnel WILL NOT administer any medication without an "Authorization to Administer Medication" form on file with the office. The form must be completed for a specific medication prescribed by a physician. This includes all over the counter medications. The Administrative Assistant is responsible for monitoring student medications carefully for the safety of administration.

Basic First Aid:

First aid is defined as the immediate and temporary care given when a person has been injured. In the event that a student is injured the following precautions will be followed:

- Any student that becomes injured during school hours will initially be screened by the supervising adult.
- If a student is injured and can walk to the Office, the staff member will either walk the student to the Office or write a note for the student and ask him or her to go to the Office.
- If a student is injured in such a way that he/she cannot be moved, the student will not be moved. In the event that the injury is a head or neck injury, the supervising adult will make every effort to immobilize the injured to protect the person from further injury. The Director or designee will be immediately notified by walkie-talkie. The Director or designee will determine the next appropriate steps.
- All injuries, accidents, and serious illnesses of students occurring in school must be immediately reported to the Director or designee.
- Every attempt will be made to communicate with parents immediately involving all accidents, injuries and/or illnesses occurring in school. (A written notice will also be sent home with the child).
- All health related activities must be entered in the Health Log located in the front office.
- An Incident Report must be filed on any accident or injury occurring during school hours by the supervising adult present, and submitted to the Director or Designee.
- The OCS staff shall not assume responsibility for any treatment beyond first aid measures.

The entire OCS staff will be trained in basic First Aid and CPR and are required to hold a valid CPR and First Aid card.

Administration of Medication Policy

It is the policy of Odyssey Charter School that no employee may give medication, of any nature, to a child. An exception will only be made based on the specific recommendation of a physician. In such a case, the following procedure must be followed:

- An Odyssey Charter School medication permission form must be completed and signed by the physician and parent/guardian, detailing the amount, method, and time schedule the specified medication is to be taken. The Authorization to Administer Physician-prescribed Medications form may be picked up in the main office at Odyssey Charter School.
- Each medication is to be in the original container, clearly labeled with pupil's full name, the physician's name and phone number, the name of the medication, dosage, schedule, and date of expiration of the prescription.
- Under no circumstance will a student be allowed to possess or use controlled substances within the school's jurisdiction, except when administered by a school employee under the conditions described herein. All medications must be brought to the school office.
- However, any student who is required to take prescription auto-injectable epinephrine may carry it with them and self-administer it if their parent(s)/guardian(s) have submitted a current Medication Permission Form to the main office.
- Any change in long-term medication (dosage/time/drug) must be immediately reported to the school. The medication permission form must be updated by the parent/guardian and physician.
- Whenever possible, parents are encouraged to enlist the physician's cooperation to work out a schedule which will eliminate the necessity of administering medication at school.
- Medication authorizations must be renewed for each school year and must be updated any time changes are made.
- All medications should be picked up no later than one week after the last day of school, after which the medication will be disposed of.

In addition to prescription drugs, medications include vitamins, cold pills, Tylenol, aspirin and other over-the-counter preparations. A parent who wants a child to have any medication not covered by an "Authorization to Administer Physician-prescribed Medications" must come to school and personally dispense the medication to their child. At no time may a student possess on his/her self or belongings any form of medication, either prescribed medications and/or over the counter preparations.

This policy was established to protect your child and the safety of all students. NO EXCEPTIONS WILL BE MADE. Please direct any further questions to the school office.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to the Charter School staff before a child can be enrolled in school. All students must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

- Students who show proof of a medical exemption pursuant to Health and Safety Code § 120370;
- Students who are enrolled in Charter School's home-based study program or independent study program and do not receive any classroom-based instruction; and
- Students who, ***prior to January 1, 2016***, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code § 120335(g);
 - "Grade span" means each of the following:
 - Birth to Preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

As of January 1, 2016, the personal belief exemption is no longer applicable when a student is enrolling in a new grade span (e.g., K or 1st grade for the first time or 7th grade).

Students entering kindergarten who are not exempt will need the following immunization requirements:

Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose

NOTE: Four doses of DTP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.

Students entering 7th grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and two (2) doses of MMR.

The Charter School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the Charter School's record-keeping policy. The Charter School will file a written report on the immunization status of all new entrants to the Charter School with the Department of Health Services as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

The Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who is not exempt from the immunization requirements has not received all required immunizations, Charter School will notify his/her parent/guardian. If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, Charter School shall exclude the student from attendance. The student shall remain excluded from Charter School until he/she is fully immunized. The student shall also be reported to the School Registrar.

The Principal, or designee, may arrange for qualified medical personnel to administer immunizations at Charter School to any Student whose parent/guardian has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the Charter School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Conditional Admittance

Students may be conditionally admitted in accordance as set forth in Title 17, California Code of Regulations Section 6035. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due. The Principal or designee shall review the immunization record of each student admitted conditionally every thirty (30) days until that student has received all the required immunizations. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

This Policy does not prohibit a pupil who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code § 56026, from accessing any special education and related services required by his or her individualized education program. Students with individualized education programs who *opt out* of the vaccinations will still receive special education and related services as set forth in the student's IEP. General education will be available through the nonclassroom-based independent study program.

Type 2 Diabetes

Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention ("CDC"), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.

- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision

- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Oral Health Assessment

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional.

Head Lice

Head lice are a common occurrence at many schools and other facilities where children are present. The management of head lice for parents at Odyssey involves a three step process.

1. Identification and treatment with a special pediculicidal product
2. Removal of nits
3. Environmental measures

Related procedures at Odyssey Charter School include:

- If a child demonstrates consistent signs or symptoms of head lice, they will be sent to the Front Office.
- The Administrative Assistant will send notification home.
- Screening will be at the discretion of Administrative Assistant.
- Teachers and paraprofessionals will be made aware of the signs and symptoms of head lice and will be responsible for monitoring their students for signs and symptoms of head lice.
- Reports of head lice infestation should be referred to the Administrative Assistant.
- The parent will be requested to come to school and take their child(ren) home if screened, and lice/nits are present.
- Information on head lice/nits will be provided to the parent. Parents are expected to keep the child home until their child is head lice/nit free.
- The Administrative Assistant will assess for the need to screen other students.
- The school will send home information on head lice/nits to parents of the students in the classroom where head lice have been identified.
- Once a child returns to school after having head lice/nit, the Administrative Assistant will re-examine the student's head for evidence of head lice/nits. If any are found, the child needs to return home with the parent.

Student Dress Code

Odyssey's Charter and the intent of the charter school law are to provide an environment that encourages freedom AND the responsibility that goes with it. Odyssey's Dress Code is designed to protect the health and welfare of the students, with the aim of providing and fostering a positive and healthy environment.

- Students should dress casually and comfortably for school, while wearing clothing that is appropriate for a school environment.
- Clothing will cover torso, midriff and backside, have sleeves or straps (no spaghetti straps), and undergarments shall not be visible at any time.
- Head and face will be uncovered. Appropriate headgear may be worn for warmth and protection outdoors, and inside for religious reasons or special circumstances.
- Shoes must be worn at all times. For safety purposes, shoes may only be closed-toed and preferably with rubber soles. Croc's™ are not allowed.
- Clothing, drawings, tattoos (temporary), piercings and accessories that display or promote negative messages are not permitted. Those could include drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, or offensive words or graphics.

Students found to be outside of the Student Dress Code will be required to contact their parents for a change of clothing. Special circumstances will be considered on a case-by-case basis.

Cell Phone & Other Electronic Signaling Devices Policy

Odyssey Charter School will permit students to possess but not use cell phones and other electronic signaling devices except outside of the school day. Students who possess these devices are to keep them turned off and out of view. All students are required to adhere to the following guidelines regarding cell phones and other electronic signaling devices:

Cell and other electronic signaling devices phones may not be used:

- During instructional classroom time, including assemblies, at the park, and any other activity, which takes place during the regularly scheduled school day
- During recess/break or lunch
- On field trips or excursions, which are conducted during the normal school day and during regular classroom instructional hours

Cell phones and other electronic signaling devices may be used:

- Off campus before or after school
- When a state of emergency has been declared (verbally or in writing) by the school Executive Director or designee

Possession of a cell phone or other electronic signaling device is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy. Upon request of any school official, inclusive of teachers, administrators and teacher aides, students may be asked to relinquish cell phones for the remainder of the day if they are seen using, viewing, or showing their device on school grounds. If repeated offenses of cell phone use or display occur, students may, at the discretion of the Executive Director or designee, be prohibited from carrying a cell phone on the campus for the remainder of the trimester or academic year.

Students who possess a cell phone or other electronic signaling device shall assume responsibility for its care. At no time shall Odyssey Charter School be responsible for preventing theft, loss or damage to cell phones or other electronic signaling devices brought onto campus.

Field Trip Policy

Field trips are encouraged by OCS as a way for children to explore their community and the world beyond it. Parents must sign a release form for each trip before a child can participate. Students' who choose not to attend a field trip shall be given an alternative educational project for that time period. All field trips, which require transportation, will be made using chartered transportation. OCS administration will verify insurance through certificate of insurance, and make sure an additional insured endorsement naming Odyssey Charter School as additional insured is obtained.

Chaperones may drive themselves to and from the field trip, however all students will need to ride with the class to and from the field trip. Chaperones may not bring a younger or older child who is not enrolled in the OCS class(es) participating in the field trip. Chaperones are needed to supervise OCS students while on the field trip.

Field trips are part of the school's educational program, and are a privilege. All students are eligible to attend field trips, unless recent school behaviors demonstrate that the student may be a liability for the school. In such case, the student's parent/guardian may be asked to accompany the student on the field trip. If the parent/guardian is unable to attend, the student may not be able to attend. Students with disabilities shall not be excluded from field trips on the basis of a disability.

Student Discipline

Student discipline at Odyssey is grounded in a positive and dialogue-based approach with the ultimate goal of self-discipline. Students are expected to behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior.

Odyssey is committed to creating a safe and nurturing environment for every child. All staff are committed to helping students grow into healthy, happy, responsible adults; with the ultimate goal of every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Discipline is used to discourage misbehavior and encourage students to make better choices in the future.

All staff, parents, and volunteers work diligently to create a school culture that encourages students to take charge of their lives and manage their own learning. This is exhibited in the Social Emotional Wellbeing domain of our charter petition to ensure everyone in the learning community will be equipped with conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. Students are explicitly taught principles to embrace respect for themselves and others and are taught social, emotional, and academic success skills. Furthermore, students establish clear behavioral expectations and appropriate consequences within the community. The efficacy of the approaches used are reviewed at least annually with teachers, paraprofessional staff, and administrators to determine areas which may require further training and development. (See full description in Social Emotional Wellbeing in Element A: Educational Program of charter petition)

Odyssey's student discipline guidelines are based upon a philosophy of respect, which entail:

- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors
- Respect for the Earth and all living things

CLASSROOM MANAGEMENT

Through professional development activities and ongoing coaching, Odyssey teachers are empowered to take full responsibility for student discipline within their classroom. Using techniques of The Responsive Classroom (NEFC, 2007), each teacher collaborates with his/her students to develop a classroom management system appropriate for that age level to help students understand and integrate these guidelines and rules into their daily activities. The use of classroom expectations, logical consequences, and classroom routines serve as some of the foundational elements in Odyssey's classroom management.

Annually, schoolwide disciplinary guidelines and conflict resolution techniques will also be discussed.

PUPIL SUSPENSION AND EXPULSION POLICY

The aim of this Pupil Suspension and Expulsion Policy is to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. In accordance with Education Code Section 47610, also known as the "mega-waiver," charter schools are not legally required to comply with Education Code Section 48900, et seq., as that Section applies to school districts. Therefore, the legal standard that Odyssey must meet is due process for the student involved in a discipline action. The procedures and enumerated offenses listed below meet the due process requirement.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook (enclosed as Appendix E) and 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 the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice is provided to all enrolled students and families via the Odyssey Charter School Parent/Student Handbook disseminated annually.

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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The

Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School 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.

SUSPENSION AND EXPULSION PROCESS

Grounds for Suspension and Expulsion

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

For all discretionary suspension and expulsion offenses, the Charter School takes into consideration a variety of factors including but not limited to a student's history and severity of offense in making an evaluation to determine a suspension or expulsion.

Discretionary Suspension Offenses

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- c. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- d. Committed or attempted to commit robbery or extortion.
- e. Caused or attempted to cause damage to school property or private property.
- f. Stole or attempted to steal school property or private property.
- g. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Made terrorist threats against school officials and/or school property. For purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- p. Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- t. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- 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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School
 - 2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (a) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (a) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (a) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (a) and (b) 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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non-Discretionary Suspension Offenses

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

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

Discretionary Expellable Offenses

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented 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 school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or

disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r. Made terrorist threats against school officials and/or school property. For purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a

person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School
- b. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - 1. 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 (a) above.
 - 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (a) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (a) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Expellable Offenses

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

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

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

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

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

Suspension Procedure

The Executive Director or designee shall have the authority to suspend a student, according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardian

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, in person, or in writing. Whenever a student is suspended, the parent/guardian shall be notified in writing within three days of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School 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 Placement/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 Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedures

The Executive Director or designee may recommend the expulsion of a student, according to the following procedures:

1. Authority to Expel

A student may be expelled by the Charter School Governing Board following a hearing before it.

2. When other means of correction have repeatedly been unsuccessful or are not feasible, students recommended for expulsion are entitled to a hearing by the Board to determine whether the student should be expelled. Unless postponed by the student for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. If the student recommended for expulsion is a foster child, the Charter School shall provide notice of the expulsion hearing to the student's attorney and an appropriate representative of the county child welfare agency at least ten calendar days before the date of the hearing; this notice may be made by electronic mail or a telephone call. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Charter School 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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five day notice of his/her scheduled testimony, (b) have up to

two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

b. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

c. 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 he or she may leave the hearing room.

d. 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.

e. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

g. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. 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.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may

include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

4. 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.

5. 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 determination by the Governing Board 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 Governing Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Governing Board shall be in the form of written findings of fact with final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Governing Board decides not to expel, the pupil shall immediately be returned to his/her educational program.

6. Written Notice to Expel

The Executive Director or designee, following a decision of the Governing Board to expel, shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian no later than ten days after

the conclusion of the expulsion hearing by the Governing Board. 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 Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer no later than ten days after the conclusion of the expulsion hearing by the Governing Board. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

7. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

As stated in the Affirmations and Assurances of the charter, the Charter School shall inform the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. (Education Code Section 47605(d)(3))

If a pupil transfers from one public school to another or to a private school, or transfers from a private school to a public school within the state, the pupil's permanent record or a copy of it shall be transferred by the former public school or private school no later than 10 schooldays following the date the request is received from the public school or private school where the pupil intends to enroll.

8. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Governing Board's decision to expel shall be final.

9. Expelled Pupils/Alternative Education

The Charter School 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.

10. Rehabilitation Plans

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

11. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

a. Notification of SELPA

The Charter School 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 who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

b. 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

c. 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 Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

If the Charter School, 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:

- i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. 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
- iii. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School 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.

d. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

e. Special Circumstances

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

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

f. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- i. 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- ii. The parent has requested an evaluation of the child.
- iii. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School 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 IDEIA-eligible children with disabilities, including the right to stay-put.

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

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

Student Success Teams, Special Education, and 504 Services

Student Study Team

Odyssey recognizes there are students who may need additional support within the classroom both academically and behaviorally. Before determining a students' eligibility for special education services, teachers make best use of available resources within the general education classroom context. A Student Study Team (SST) model is used, to the maximum extent feasible under law and policy, to attempt to meet student needs within the regular instructional setting prior to referral for formal assessment for special education services.

The purpose of the SST is to discuss issues and concerns related to a students' performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST referral process serves as a resource and first step before referring a student for formal assessment and eligibility of special education services. The SST consists of all or some of the following individuals; the student's teacher, parent, Special Education Coordinator, Inclusion Specialist, School Psychologist, and Executive Director, or designee.

An SST uses a systematic problem solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Any Odyssey teacher or staff member who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with the student can be included in the SST to provide information to share about the student's strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The Odyssey SST meeting steps include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed

7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

Special Education Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School will be its own local educational agency ("LEA") for purposes of special education, and is a member in good standing of the Los Angeles County Charter ("LACC") Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). In the event Odyssey Charter School seeks membership with a different state approved SELPA, the Charter School will provide notice to LACOE and the LACC SELPA before June 30th of the year prior to the year in which new membership is to commence. The Charter School shall comply with all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

As a member of the LACC SELPA, Odyssey has achieved complete compliance with SELPA policies, state and federal laws. LACC SELPA's Special Education Coordinator is available for consultation and advising of the general and special education staff of Odyssey.

Odyssey shall be solely responsible for its compliance for Section 504 and ADA. Odyssey shall not deny admission to any pupil on the basis of disability or the nature of or extent of a disability. The Charter School facilities to be utilized shall be accessible for all students with disabilities.

Consistent over the past 15 years, approximately of 10%-15% of Odyssey's student population currently receives Special Education and related services. Upon thorough analysis of both past and present Individualized Education Plan ("IEP") reports and reviews, it is clear that Odyssey's Special Education students are demonstrating measurable growth. This growth is evidenced by both the California Standardized Tests and the California Modified Assessments data. Progress on their individual goals and benchmarks continue to be carefully monitored through formal and informal assessments aligned with the IEP processes.

Odyssey believes students with disabilities benefit educationally, socially and emotionally from the opportunity to receive designated instructional and related services consistent with the students' Individualized Education Plan in the least restrictive environment with an inclusive model. Students with disabilities are fully included within the general education classroom with supports, services, accommodations and modifications. If, in the event it is determined by the

IEP team that the most appropriate and least restrictive environment for the student is a setting other than full inclusion within the general education classroom, Odyssey would collaborate with the Los Angeles County Charter SELPA to find an appropriate placement.

Section 504

Odyssey will be solely responsible for its compliance with Section 504 and the ADA. Facilities of Odyssey will be accessible for students with disabilities in accordance with the ADA.

Odyssey has adopted a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan.

Odyssey recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under core instructional activities of the school.

A 504 Team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 Team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The Executive Director will be responsible for overseeing the identification, assessment, monitoring, and servicing of students with 504 Plans.

If the student has already been evaluated under the IDEIA (and found to be ineligible) those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 Team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 Team will consider all applicable student information in its evaluation including but not limited to the following information:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient
- Tests selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 Team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to

them. If during the evaluation, the 504 Team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment may be made by the 504 Team.

If the student is found by the 504 Team to have a disability under Section 504, the 504 Team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 Team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by professional staff at Odyssey. The parent or guardian shall be invited to participate in 504 Team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in regular instruction at Odyssey along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 Team participants, parents, and guardians, teachers must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or a discontinuation of the 504 Plan. Odyssey maintains on file a Section 504 Board Policy and Parent-Student Rights Form; this will be provided to LACOE upon request.

Nondiscrimination Declaration & Confidentiality Agreement

Nondiscrimination Declaration

Odyssey will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Odyssey does not discriminate on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

Confidentiality Agreement

The Governing Board, Odyssey staff, independent contractors and school volunteers will uphold all applicable laws and regulations and internal policies regarding confidentiality, including but not limited to personnel issues, student records, student discipline and student achievement.

Personal Code of Conduct

Odyssey Charter School is committed to providing a safe and nurturing learning community and will continue to embrace a conflict resolution/mediation philosophy. If an individual has a dispute with another person, they need to follow Odyssey's existing Dispute Resolution Process, as outlined in the Charter.

Odyssey will exercise its rights under the Education Code and Penal Code to manage any disruptive behavior of any person while they are on the school campus. If a person is observed creating a disturbance on campus or creates a safety concern during drop-off and pick-up or while on campus, the Director or a designated employee may direct the disruptive person to leave the school premises. A person that refuses to leave or returns within seven (7) days is subject to a fine and/or imprisonment, in accordance with the following sections of the Penal Code:

All public schools, including charter schools, have the right to maintain the peaceful conduct of the activities of the school. The chief administrative officer, or a designated employee, may direct any person, including the parent or guardian of a student, to leave the campus if it reasonably appears that the person is committing any act likely to interfere with the peaceful conduct of the activities of the campus, or has entered the campus for the purpose of committing any such act. Penal Code § 626.7(a). Thus, if the parent is observed creating a disturbance such as shouting at a teacher or parking a vehicle in an improper, disruptive

manner, or if it reasonably appears that the parent is entering the campus to commit a like disruption, the chief administrative officer may direct the parent to leave. The chief administrative officer must notify the parent that if he or she re-enters the campus within 14 days, the parent will be guilty of a crime. Penal Code § 626.7(c) and Penal Code § 626.4(c).

A disruptive parent that refuses to leave, or re-enters the campus within 7 days, is guilty of a misdemeanor. He or she may be fined up to \$500 and/or imprisoned for up to six months for the first offense. A second offense calls for a minimum jail sentence of 10 days, in addition to a fine of up to \$500. However, the school shall allow the parent to re-enter the campus to retrieve the student for disciplinary, medical, or family emergency reasons.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”
5. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

Homeless Liaison

The Governing Board designates the following staff person as the School/Program Homeless Liaison for homeless students attending the school (42 USC 11432(g)(1)(J) & (e)(3)(C).):

School Principal
Odyssey Charter School
725 W. Altadena Dr.
Altadena, CA 91001
(626) 229-0993

The Homeless Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the Odyssey, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually. A complete copy of this Policy is available at the Front Office of Odyssey Charter School.

EDUCATION FOR FOSTER YOUTH POLICY

Odyssey recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan (LCAP).

Definitions

Foster youth means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602.

Person holding the right to make educational decisions means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code 56055.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Charter School Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to the Charter School, the Governing Board shall designate a Charter School foster youth liaison. The Governing Board designates the following position as the Charter School's liaison for foster youth:

School Principal
Odyssey Charter School
725 W. Altadena Dr.
Altadena, CA 91001
(626) 229-0993

A complete copy of the Foster Youth Policy is available at the Front Office of Odyssey Charter School.

STUDENT FEES POLICY

Odyssey recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them. This policy is being adopted in compliance with AB 1575. No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of elementary and secondary education, including curricular and extracurricular activities.

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. For such authorized fees, deposits, and charges, Odyssey Charter School shall consider students' and parents/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions.

Nothing in this policy limits a parent/guardian or student's right to voluntarily contribute time or things of value to our schools. This policy is subject to Odyssey Charter School's uniform complaint procedure.

The Free School Guarantee

In accordance with the California Constitution and Education Code Section 49011, “a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.”

The following definitions shall apply for purposes of this policy:

- (a) “Educational activity” means an activity offered by a school, school district, charter school, or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- (b) “Pupil fee” means a fee, deposit, or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - (i) A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - (ii) A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
 - (iii) A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

Additional Assurances

With regard to charging fees, the Governing Board of Odyssey Charter School also adopts the following policies:

- No pupil or parent/guardian will be required to request a fee waiver
- No pupil or parent/guardian will be offered a two-tier educational activity with a minimal opportunity for free and a second, higher opportunity for a fee
- No pupil will be offered or denied the opportunity to participate in educational activities based on whether his or her parent/guardian contributed money, goods, or services to the school

Voluntary Contributions

Pupils, parents, and guardians are still encouraged to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

Notice

Odyssey Charter School shall provide all students, parents/guardians, employees, and other interested parties with an annual notification about the requirements relating to the prohibition against districts requiring students to pay fees, deposits or other charges in order to participate in an educational activity, unless authorized by law, and the filing of complaints for alleged violations using the uniform complaint procedures.

ANTI-HARASSMENT STATEMENT AND POLICIES

Odyssey is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, re race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Odyssey has adopted a Harassment, Intimidation, Discrimination and Bullying Policy, a complete of which is available at the Front Office of Odyssey Charter School. The following procedures apply:

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

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the

reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered official reports. 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 discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Executive Director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

Investigating

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Odyssey, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the Executive Director or designee determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, the Executive Director or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation which lead to the report. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of Odyssey.

Appeal

Should the reporting individual find the Executive Directors' resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in the Odyssey Parent/Student Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also file a Uniform Complaint at any time during the process, consistent with the procedures found in the Odyssey Parent/Student Handbook.

Consequences

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

Dispute Resolution Process

Internal Dispute Resolution

Odyssey's internal dispute resolution process for disputes between Odyssey and its stakeholder groups (parents, employees, students and community members) will be reviewed annually by the Governing Board and will embrace the use of conflict resolution techniques. Decisions regarding the process will be based on a goal that the procedures be seen as fair, specific and supported by the school community. The purpose of Odyssey's internal dispute resolution process is to have all members of the school community resolve conflicts within the structures of the school. Odyssey will implement the dispute resolution process described in the following steps and will provide all members of the school community with a copy of the same. Everyone in the school community will sign a statement acknowledging their intent to use the dispute resolution process in resolving conflicts. Parents will be advised to address external disputes to Odyssey as discussed herein.

Each member of the school community should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. The final school-level appeal is the Executive Director; the final level of appeal is the school's Governing Board. Intermediate levels of conflict resolution are outlined below.

Students

If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms and on the playground through real-life situation, role-playing and/or discussions. The conflict resolution structure asks students to be responsible for their own choices and gives students various choices to act upon when in a conflict. These choices range from walking away from a situation, talking it over with his/her peer, actively listening to the other student(s), and/or reaching a consensus amongst the students. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a teacher for assistance in resolving the conflict. If the teacher is unable to resolve the conflict, the Executive Director will facilitate a dispute resolution process.

Staff

If there is a conflict between staff and staff members are unsuccessful in resolving the conflict, the Executive Director will facilitate a formal mediation. If the conflict involves the Executive Director, staff will request a dispute resolution process through the personnel committee of the Governing Board.

Parent

If a parent has a conflict, the parent should contact the Executive Director for assistance in resolving the conflict. If the conflict involves the Executive Director, the parent should request a formal mediation through the personnel committee of the Governing Board.

Board Member

If a board member has a conflict, and the board member is unable to resolve it, the board member may request a dispute resolution process through the entire Governing Board.

Independent Contractor

If an independent contractor has a conflict, the individual should contact the Executive Director for assistance in resolving the conflict. If the conflict involves the Executive Director, the individual should request a dispute resolution process through the personnel committee of the Governing Board.

In the event that the Los Angeles County Board of Education receives a complaint directly regarding the school's operations, the LACOE agrees to refer said complaint to the Executive Director for resolution in accordance with the steps outlined above, unless otherwise prohibited by law (e.g. child abuse reporting).

TIMELINE FOR FINAL APPEAL TO ODYSSEY'S GOVERNING BOARD

The party initiating the appeal must submit a written request for Governing Board review to the board chair within (5) five business days of the final school-level decision. The Governing Board will hear the appeal at the next scheduled regular meeting, unless the board chair determines that the urgency of the issues necessitate that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

Uniform Compliant Policy and Procedures

Odyssey has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs and the charging of unlawful pupil fees.

Odyssey shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board. Unlawful discrimination harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

1. Special Education,
2. Title II,
3. Section 504 of the Rehabilitation Act,
4. Consolidated Categorical Aid,
5. No Child Left Behind,
6. Migrant Education,
7. Career Technical and Technical Education Training Programs,
8. Child Care and Development Programs,
9. Child Nutrition Program
10. Reasonable Accommodations to a Lactating Pupil
11. Education of Pupils in Foster Care and Pupils who are Homeless

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

Complaints that fall under the UCP, including complaints of noncompliance with laws relating to pupil fees, must be filed in writing with the below compliance officer. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. The compliance officer is:

Executive Director
Odyssey Charter School
725 W. Altadena Dr.
Altadena, Ca 91001

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures is available free of charge at the Front Office of Odyssey Charter School.