

Tab 1



PARENT AND STUDENT HANDBOOK



Office Phone Number	714-986-7400
School Address	5350 Fairmont Blvd Yorba Linda, CA 92886
School Website	www.ocscs.org

Principal	Cameron Shepherd	cshepherd@pylUSD.org
Assistant Principal	Amanda Givens	agivens@pylUSD.org
Counselor	Ashley Chacon	achacon@pylUSD.org
School Psychologist	Amy Hawkins	ahawkins@pylUSD.org
Activities Director	Emily Mejia	emejia@pylUSD.org

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OCSCS BELL SCHEDULE 2025-2026



MONDAY, TUESDAY, THURSDAY, FRIDAY

ZERO PERIOD: 7:50-8:45 AM

1st	8:50 AM - 9:52 AM
2nd	9:55 AM - 10:50 AM
Nutrition Break	10:50 AM - 11:05 AM
3rd	11:08 AM - 12:03 PM
4th	12:06 PM - 1:01 PM
Lunch	1:04 PM - 1:34 PM
5th	1:37 PM - 2:32 PM
6th	2:35 PM - 3:30 PM

WEDNESDAY EARLY RELEASE

ZERO PERIOD: 8:00-8:46 AM

1st	8:50 AM - 9:37 AM
2nd	9:40 AM - 10:26 AM
Nutrition Break	10:26 AM - 10:41 AM
3rd	10:44 AM - 11:30 PM
4th	11:33 AM - 12:19 PM
Lunch	12:22 PM - 12:52 PM
5th	12:55 PM - 1:41 PM
6th	1:44 PM - 2:30 PM

*****Breakfast is available to all students before school and at the Nutrition Break***



2025-2026 NON-STUDENT/SCHOOL HOLIDAY SCHEDULE

Holiday/Non-School Day	Date(s)
Non-Student Day	Friday, August 29, 2025
Labor Day	Monday, September 1, 2025
Non-Student Day (OCSCS Only)	Monday, November 10, 2025
Veterans' Day	Tuesday, November 11, 2025
Thanksgiving Recess (5 days)	Monday, November 24 – Friday, November 28, 2025
Non-Student Day (OCSCS Only)	Monday, December 1, 2025
Middle/High School End of Semester Grading Day (Secondary Only)	Friday, December 19, 2025
Winter Recess (10 days)	Monday, December 22 – Friday, January 2, 2026
Non-Student Day (OCSCS Only)	Monday, January 5, 2026
Martin Luther King Jr. Day	Monday, January 19, 2026
Lincoln's Birthday	Monday, February 9, 2026
Presidents' Holiday (Washington's Birthday)	Monday, February 16, 2026
Non-Student Day (OCSCS Only)	Monday, March 23, 2026
Spring Recess (5 days)	Monday, April 6 – Friday, April 10, 2026
Non-Student Day (OCSCS Only)	Monday, April 13, 2026
Memorial Day	Monday, May 25, 2026

MINIMUM DAYS 1:30 PM RELEASE

Minimum Day Event	Date
Middle School Grading Day	Friday, October 17, 2025
Middle School Grading Day	Friday, March 20, 2026
Semester Finals (Secondary Only)	Wednesday, June 10, 2026
Semester Finals (Secondary Only)	Thursday, June 11, 2026

ORANGE COUNTY SCHOOL OF COMPUTER SCIENCES AT BERNARDO YORBA

The OCSCS staff extends a warm welcome to new and returning students and wishes each of you a successful and enjoyable 25-26 school year.

Please visit the OCSCS Website @ www.OCSCS.org for school calendar updates.

GENERAL INFO

PARENT CONTACT INFORMATION: Please notify the school office if your address or home/work phone number changes at any time during the school year. In a case of an emergency, it is important that the school know at all times where to reach parents or other responsible parties. Please keep your child's emergency information up to date through the online parent portal (<https://portal.pylusd.org/>).

SCHOOL HOURS: Normal school hours are 8:50 AM to 3:30 PM Monday, Tuesday, Thursday, and Friday. Wednesdays are early release days, students are released at 2:30PM, for staff development meetings. Students are to leave campus by 4:00 p.m. unless they are participating in a school sponsored after-school activity. School rules are in effect from the time students leave home until they return home after school. Students are not to loiter in the neighborhoods or at community businesses from the time they leave home until they arrive at school, and from the time they leave school until they arrive home. When students arrive at school in the morning, they are to move immediately to the campus quad.

GUESTS/VISITORS: All visitors are required to enter campus through the school main office. Please bring required Identification to obtain an ID badge. PYLUSD has installed a Visitor Management System called Raptor in all schools. All visitors to all campuses must check in through the school office and swipe their CA ID/Drivers License. Raptor will cross check the ID against Megan's Law for all fifty states and alert office staff of any restraining orders. Raptor will print out a label that visitors must wear in a visible location while on campus. Students may not invite guests to school as it detracts from the classroom-learning environment. Dances, including the 8th grade promotion dance, are open only to OCSCS registered students who have earned the privilege to attend, based on behavior/grades. The staff welcomes parents to observe classes by appointment.

*All staff will wear identification badges while on campus.

COUNSELING SERVICES: The middle years are a time of great change--physically, intellectually, emotionally and socially. The counselors are available to help students make a successful transition from elementary to middle school and from middle to high school. Students and parents are encouraged to seek out help with personal, social, educational and vocational plans or problems. Every student is unique and valued at OCSCS, and we believe in providing the needed support for each to reach their potential. We encourage students that wish to see a counselor to utilize the [Counseling Request Form](#). Students in crisis are always welcome to and encouraged to come to the front office to be seen immediately.

FOOD SERVICE: Hot/cold lunches and snacks are provided for sale in the school cafeteria. Students are encouraged to select items that balance their diets to maximize their physical well being and keep their minds on class activities. Sale of food on campus is restricted to District food service items and/or office-approved fundraising sales. Breakfast and lunch is provided at all schools. All students have a nutrition services account that may be accessed by using the student ID number. Please go to pylusdnutrition.org to access the Nutrition Services website.

LUNCH DELIVERIES: All middle schools are closed campuses. Parents are allowed to drop off lunches, instruments, homework or other items for their students in the main office. We are not accepting food deliveries from any 3rd party vendors including "Door Dash," "Uber Eats," "Postmates," etc. If a student forgets food at home, cafeteria food is available for all students.



BREAK AND LUNCH EATING AREAS: In an effort to facilitate supervision and reduce the amount of custodial time devoted to trash pick-up, students will eat their food in the designated eating area of the campus quad. We solicit your support and cooperation in contributing to a clean school environment.

BACKPACKS: Students are advised to monitor their backpacks and personal belongings closely. Do not leave money or other valuables in backpacks. Students who open or tamper with other students' backpacks will be subject to disciplinary action, and may be responsible for any missing items.

ID CARDS: Students are issued a school ID card on picture day or upon their first day at school. There is no charge for this ID card. If the card is lost a new ID card needs to be issued in the ASB Room at break. The cost for the replacement ID card is \$3.00. Students are required to have their ID cards with them at school and any school event.

SCHOOL DANCES: School dances are held for OCSCS students only. Students attending school dances are expected to observe standards of acceptable conduct and dress and to remain in the designated area until the end of the dance. Parents or guardians are expected to pick up students within 15 minutes after the end of the dance. Students are not allowed to leave early from a dance. They must stay until the end of the dance.

TEXTBOOKS: Textbooks are issued free of charge to each student. It is the responsibility of the student to see that books are properly cared for, and precautions are taken to prevent loss or damage. Students will be issued a notice for lost or damaged books.

LIBRARY: The library is open for student use in the morning, during break and both lunches, and after school. The library hours are 8:00 a.m.- 4:00 p.m. daily. On occasion, the library may be closed. Common library/study rules are in effect, including no food or beverages:

1. A quiet atmosphere must be maintained.
2. Materials must be returned to their proper places.
3. All books and materials taken from the library must be checked out at the desk.

P. E. LOCKERS: Students are strongly advised to keep their lockers locked at all times and should not divulge their combinations to other students. No money or valuables should be kept in the lockers at any time, as the school district assumes NO LIABILITY for personal belongings left in lockers. Even if nothing is taken, a student opening another student's locker is subject to disciplinary action.

P.E.: Physical education students are expected to dress out every day. Please consult the physical education syllabus for further information.

CLASS CHANGE POLICY: OCSCS plans and staffs its programs on the basis of teacher recommendations and student course requests. Once the master schedule is developed, changes in students' schedules are rarely made. Only exceptionally valid reasons for a change will be considered:

1. Changes needed as the result of scheduling errors or improper class placements have top priority for adjustment at the beginning of the year.
2. Requests for changes in elective classes will only be accepted during the first two weeks of school, and will be reviewed on a case-by-case basis. Accommodations will be granted as a courtesy, only as space and other constraints allow.
3. Students may not change from one teacher to another teacher in the same subject unless there are extenuating circumstances that have been examined in a parent/teacher/administrator conference. Administrative approval is necessary for the change to occur.
4. Class placements are based on academic needs, scheduling constraints, and balancing class sizes. We are unable to make adjustments for social reasons.

LOST AND FOUND: All articles that are found on campus will be sent to the lost and found in the office. These articles will be held until the end of the semester and donated to a charitable organization. It is each student's responsibility to label and safeguard personal belongings. Students who find property on campus, and do not turn it in to the lost and found, may be subject to disciplinary action.

BUSES: Call (714) 985-8485 for information and bus passes. Students riding the bus are expected to observe proper safety procedures and school rules while being transported. Failure to do so may result in a citation, disciplinary action, or a suspension of transportation privileges. Students must ride their assigned buses -- NO EXCEPTIONS. Unauthorized riders may not board district buses. Students who ride a District bus to an activity must return on the bus.

HEALTH SERVICES: Students must receive teacher permission before reporting to the health office. A part-time health clerk is on campus and is available for counseling and assistance with health problems. Students are sent home when there is evidence of:

- | | |
|---|---------------------------|
| 1. Elevated temperature (100 or above) | 4. Rash (until diagnosed) |
| 2. Anatomical injuries (arms, legs, eyes, etc.) | 5. Head lice |
| 3. Vomiting and diarrhea | |

Legally the school cannot send any student home without the Parent's permission, or that of another adult so designated by the parent on the health card. Under no circumstances is the student to call their parents to come for them and leave the premises without the school's knowledge. Students are not allowed to walk/ride bike home during the school day.

MEDICATION: If a student **MUST** take medication during school hours, office staff must administer it. This includes inhalers, aspirin, cold remedies, etc. A Doctor/Parent Authorization Form is available in the office and both the parent and the doctor must fill out and sign this form. Medicine brought to school must be kept in the Health Office and must be in the original container with the prescription label clearly visible.

PYLUSD STUDENT CODE OF CONDUCT

A goal of the Placentia-Yorba Linda Unified School District is to assist each student to become productive and an effective citizen in our democratic society. We are confident that the vast majority of students will work toward this goal by respecting the rights of others, respecting personal and school property, and by practicing acceptable patterns of behavior and courtesy.

The purpose of the Code of Conduct is to ensure a safe and orderly educational climate conducive to learning. Students are expected to demonstrate responsible behavior that does not interfere with the safety, well-being, or educational opportunities for themselves or others.

In an effort to encourage the appropriate behavior of students, we have established a positive support program (PBIS); however, disciplinary action will result when students fail to meet the established behavioral expectations. A student may be disciplined for acts that are related to school activities which occur at any time including, but not limited to, any of the following:

- While on the grounds of any PYLUSD campus
- While going to or coming from home to school
- Off campus during school hours
- During, or while going to or coming from, a school sponsored activity

ATTENDANCE

If a student is absent one or more days, the student must clear the absence in one of the following ways:

1. When a student is absent, a parent or guardian should call the office attendance line or fill out the absence google form as early as possible.
 - To call in an absence: Dial **714-986-7400**, and when prompted press 3, to record the absence on the attendance line.
 - When you call: state the student name, grade level, reason for the absence and provide your parent/guardian name (first and last name).
 - You will need to call in once a day for any unplanned absences (i.e. illness).
 - If you have a planned absence (i.e. vacation), please state when your student is expected to return to school.
 - This line is available 24 hours a day.
 - To report an absence online: Go to the OCSCS website and under the 'Parents' tab, select 'Report an Absence'.

- Fill out the google form in its entirety and submit.
 - You will need to submit this form once a day for any unplanned absences (i.e. illness).
 - You are able to put in an expected return date for planned absences (i.e. vacation).
- 2. If the attendance office has not been notified of the absence, or if the absence will exceed three days, upon return to school, the student must bring a note to the attendance window, written and signed by a parent, guardian, or doctor explaining the reason for the absence.
- 3. Upon returning to school, students have 48 hours to clear an absence. If a student does not clear an absence, in writing or by call, after 48 hours that absence will be marked as truant. **Consequences will be assigned for trancies and/or failure to clear an absence within 48 hours.**

Excused absences will be issued for the following reasons (EC §48205):

1. Legal matters, medical visits, medical illness, personal reasons approved by the principal, or religious business, all of which must be accompanied by proper documentation
2. Death in immediate family
3. Illness (3 or more consecutive days requires a doctor's note)
4. Excuse to obtain confidential medical services (EC §46010.1): Pupils in grades 7 to 12 may be excused from school for the purpose of obtaining confidential medical services, without the consent of the pupil's parent/guardian (physician's note required upon return).

AUTOMATED PHONE CALL: An automated phone call will go out daily whenever a student is marked absent for one or more periods. It is the responsibility of the parent/guardian to ensure absences are cleared. Parents/guardians are able to check attendance through the Aeries System.

EXCESSIVE EXCUSED AND UNEXCUSED ABSENCES:

The OCSCS Attendance Team will run Chronic Absenteeism reports and intervene with students that are missing more than 10% of school days for any reason.

When a student accumulates absences of the time period of a school year, the following interventions may take place:

- 9 or fewer absences = 95% Attendance Rate – Students with good attendance generally achieve higher grades and enjoy school more. Learners benefit and make the most of their educational opportunities if they attend school regularly.
- 10-17 days absent = 90% Attendance Rate – Students who are absent an average of 15 days a year miss a year's worth of school before their senior year. When students miss a day of school it actually puts them two days behind their classmates.
- 18 or more days absent = Chronically Absent – Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn. Missing just one day every two weeks can add up to 18 days in a year. Absences add up to 18 days in a year.

**All single period absences must be cleared within three school days.*

TARDIES (per semester): As per district policy, the Attendance Office will only excuse tardiness if you provide the office with proper documentation by a reason stated in California Education Code 48205 -- legal matters (court documentation), religious business (official letter from religious institution), medical visit (doctor office note), medical illness (doctor note).

Any student not in class on time may be subject to the following:

Tardy 1-4	Handled by teacher, Parent contact, Teacher assigned consequence
Tardy 5-7	Parent contact, potential school detention
Tardy 8-9	Parent contact, Saturday School or similar consequence
Tardy 10 or more	Parent conference, Behavior Contract, In-House Suspension, Loss of student privileges.

*Promptness is an important component of personal success and good character. Furthermore, it demonstrates respect for others. Tardiness disrupts the learning process and infringes upon the rights of those who are prompt to class. All tardies are cumulative and are not based on individual class periods. If tardies are not cleared **within three school days**, students will face corresponding disciplinary consequences.

TARDY SWEEP: Students out on campus and not in their classes after the late bell rings may be escorted to the

office and assigned detention.

TRUANCIES (per year): Any student who is absent from school, tardy to any class in excess of 30 minutes without a valid excuse, leaves class without permission, does not report to their class 1 or more class periods is considered truant and will face corresponding consequences.

ACADEMIC POLICIES AND PROCEDURES

HONORS CONTRACTS: Honors contracts are open to all students in all grades in the subjects of Language Arts, Science, and Social Science. Students will have the opportunity to demonstrate a higher level of mastery and understanding through a grade and department specific honors project that will span two quarters. A contract will be signed that will include a commitment to attempting the project and meeting for several built-in checkpoints. At the end of the two quarter (semester) term, projects will be graded, and upon successful completion of the honors project, an “H” will be awarded on the student’s transcript for the previous two quarters. Please see teachers and/or your counselor for further details.

EIGHTH GRADE PROMOTION ACTIVITIES: Special eighth grade end-of-year activities are held each spring. IN ORDER TO PARTICIPATE IN EIGHTH GRADE ACTIVITIES AND/OR PROMOTION EXERCISES, all eighth grade students must appropriately complete the required course of study and have a satisfactory attendance record. Any one or combination of the following circumstances could result in exclusion from the eighth grade activities and/or the promotion exercises:

- A. Multiple failing grades during the school year.
- B. A decision to retain in the eighth grade.
- C. Continuous and/or serious disciplinary problems.
- D. Irregular attendance.

**Please reference the 8th grade contract for more specific details.*

ACADEMIC HONESTY: Academic honesty is a fundamental principle of scholarship. Academic dishonesty includes, but is not limited to, cheating, inventing false information or citations, plagiarism, the unethical use of Artificial Intelligence (AI) and helping someone else commit an act of academic dishonesty whether on class work, homework, or on a test. Disciplinary consequences for academic dishonesty will be addressed in a progressive manner.



Mastery Based Learning at OCSCS

Students learn how to learn, not just what to learn, which sets them up for long-term success!

Background

One of our core dispositions is that students drive their own learning. All people are responsible for their thoughts, words, and actions. Students who drive their own learning engage in the following:

- KNOW their current level of understanding
- KNOW where they are going and are confident to take on the challenge
- SELECT tools to guide their learning
- SEEK feedback and recognize that errors are opportunities to learn
- RECOGNIZE their learning and teach others
- MONITOR their progress and adjust their learning

What Is Mastery Learning? In a traditional classroom, students may move on even if they haven't fully understood the material. In mastery learning, students keep practicing until they gain the expected skills at the expected level.

Our goal: One year's worth of growth in one year's time for every student, no matter where they start.

Progress Reporting: A student's progress towards this goal will be reported quarterly. Although these reports are considered by OCSCS as "progress reports" and a final grade will not be reported until the end of the school year, be aware that other schools will likely not view these as progress reports. We are focusing on a student's growth over the course of the school year.

Grading Terms:

- "Building" indicates that a student's current skill level is building towards expected mastery - below expected skill levels.
- "Meeting" indicates a student's current skill level is meeting the expected skill level for that point in the year.
- "Extending" indicates a student's current skill level is extending beyond the expected mastery for that point in the year - above expected skill levels.

Grade Scales: Each quarter the grade scale will adjust to student growth. Aeries will be adjusted with the following percentages.

<u>Quarter 1 Scale:</u>	Building = 67%	Meeting = 80%	Extending = 92%
<u>Quarter 2 Scale:</u>	Building = 67%	Meeting = 80%	Extending = 95%
<u>Quarter 3 Scale:</u>	Building = 65%	Meeting = 85%	Extending = 97%
<u>Quarter 4 Scale:</u>	Building = 60%	Meeting = 85%	Extending = 100%

Why This Works: Our model is grounded in the Visible Learning+ Framework by education researcher John Hattie, which is based on data from millions of students worldwide. His research shows that certain teaching practices help students learn more effectively. We focus on those proven strategies to help accelerate learning.

-  Students revisit difficult skills until they master them.
-  Growth mindset is encouraged: mistakes are part of learning.



-  Learning is deep, not just memorized for a test. The skills learned here are “transferrable” - they can be used in the future in any subject or setting

How We Support Your Child

We know all kids are different. Our system allows us to:

-  Give extra help when students struggle
-  Offer enrichment when students are ready for more
-  Track progress weekly so we can adjust instruction as needed
-  Use small groups and targeted lessons to meet kids where they are and provide opportunities to practice the skills.

Preparing for the Future

Mastery learning helps students build strong foundations so they're ready for:

-  Honors & AP courses
-  College-level work
-  Critical thinking & problem solving in all areas of life
-  Collaboration & communication with peers and adults

We're Here to Partner With You! We know this might be a new way of thinking about grading and progress. If you have questions about how this model supports your child, or how grading works in a mastery-based system, please don't hesitate to reach out to your student's specific teachers or to the administration for guidance. Together, we can ensure your child not only meets grade-level expectations, builds transferable skills, and grows to be a critical thinking collaborator, but thrives in their academic journey and beyond



Honors Contracts

All students at OCSCS will have the chance to sign up for an **Honors Contract** in English Language Arts, Science, or Social Science. Signing up is optional, and students may choose one, two, or all three subjects. These projects are designed to offer students the opportunity to challenge themselves.

Overview

- Honors projects give students the opportunity to show a **deeper level of learning** using the same skills taught in class.
- These projects are **independent work completed outside of regular class time**.
- Students may earn honors in one semester but not another, depending on how they complete their project.

Process

1. **Sign-Up:** At the beginning of each semester, all students can sign up **with their content teacher** in the subject(s) they are interested in.
2. **Project Details:** Each subject teacher will explain the honors project, expectations, and grading guidelines.
3. **Checkpoints:** Teachers will set a few checkpoints during the semester to check progress and give feedback.
4. **Final Submission:** Students must turn in the project by the end of the semester.

Evaluation

- Simply turning in a project does **not guarantee honors credit**.
- To earn honors, students must meet the **required level of mastery** for all the skills listed in the project guidelines.
- If successful, students will receive an **“H” on their transcript** for that semester in the subject area.

Recognition

Earning honors credit shows a student’s hard work, independence, and advanced understanding of the subject. It also helps prepare students for high school honors and advanced courses.

Questions

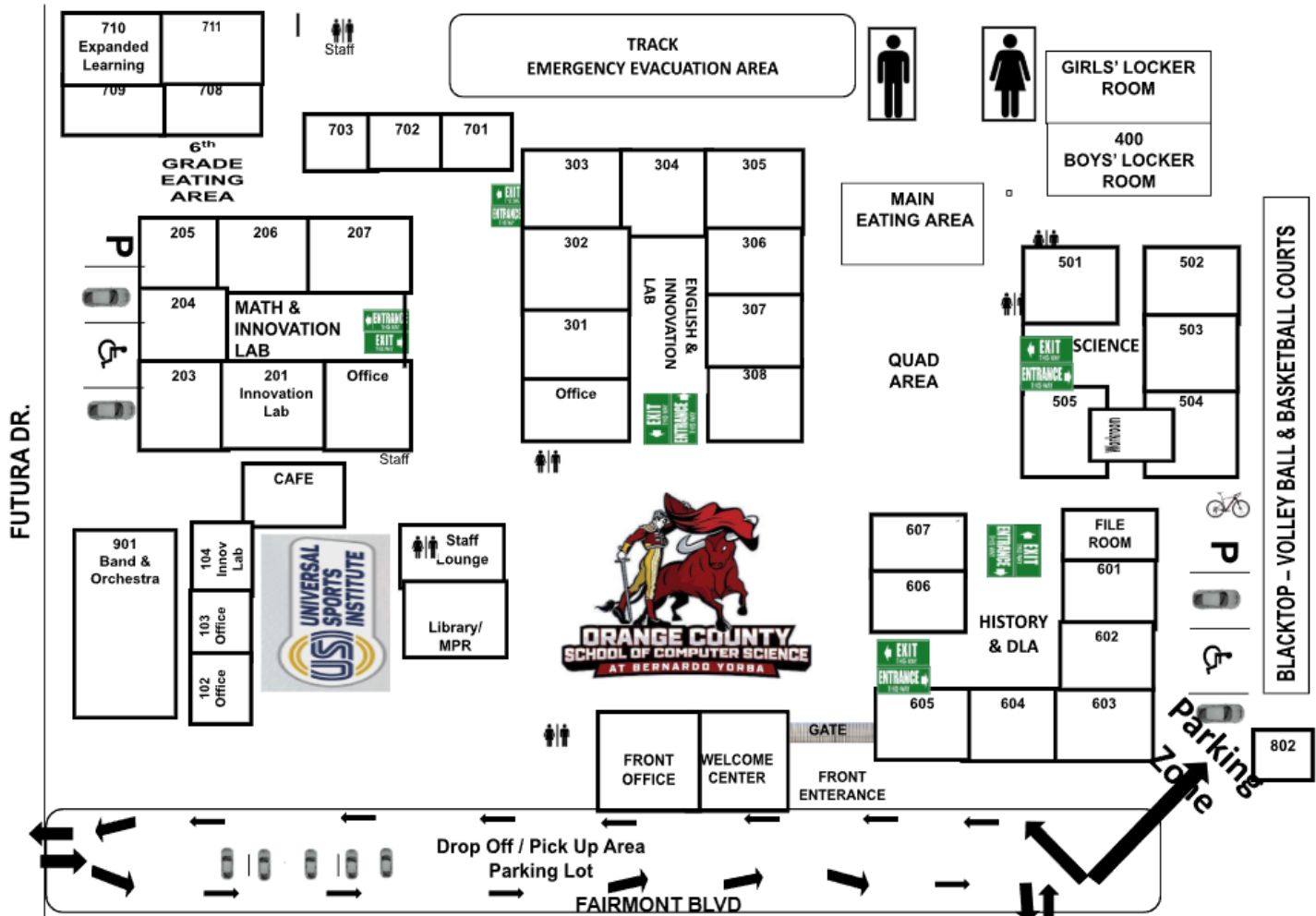
If students or families have any questions about the Honors Contract process, they should contact the **teacher of the subject area** for more information and support.

Graphic Arts Course Descriptions

Innovation Lab (Grade 6-8)	
Course Title	Description
Introduction to Innovation Lab (Year 1- Graphic Arts) Four Quarter Rotations Overview: In this course, students will use the Stanford Design Thinking Process to design products using machines in the innovation lab. We foster collaborative and innovative environments and prepare students for future careers. The Interdisciplinary Innovation Lab is an elective course designed to integrate industrial and technology, business, art, coding and electronics, and game design. This course aims to foster creativity, technical skills, and entrepreneurial thinking by engaging students in collaborative projects that span multiple disciplines.	Engineering & Manufacturing: This course introduces students to engineering and manufacturing through hands-on projects that move from sketches and dimensioned engineering drawings to 3D CAD models, prototypes and testing. Students will learn how to 3D print their own designs, as well as explore tools and technologies such as laser cutting, CNC machining, hand tools, soldering, and basic circuitry design. By the end of the course, students will understand how ideas evolve from concept to creation while building confidence as young innovators. Art Production: This course introduces students to digital design tools and fabrication processes that blend traditional artistry with modern production technology. Students will learn graphic design foundations, operate industry-grade machines, and create hands-on products that combine aesthetics, function, and innovation. Computer Science & Programming: This course introduces students to computer science through hands-on coding and physical computing projects. Students will learn programming basics in JavaScript and Arduino, build interactive circuits, and explore how software controls hardware. Projects include animations, games, and a final robotics challenge that combines coding, electronics, and creative problem-solving. Game Design: In this course, students will be introduced to the world of video game design. Students will use industry standard tools to help them have an understanding of how video games are made. The class will cover core concepts such as 3D Modeling, Animation, Texturing, and the basic principles of game design as well as a dive into storytelling and story writing.
Advanced Innovation Lab	
Course Selections	Description
Advanced Engineering/ Manufacturing & Art Production (Year II- Graphics Arts)	This interdisciplinary course blends the worlds of engineering, manufacturing, and graphic arts, giving students the tools to design, build, and brand innovative products from concept to creation. Students will explore the engineering design process while working hands-on with 3D printers, laser cutters, CNC machines, hand tools, and animatronics. At the same time, they will expand their skills in graphic design, visual storytelling, and creative production. Through collaborative projects, students will prototype functional products, develop visual identities, and contribute to real-world events like school showcases and craft fairs. Emphasizing teamwork, design thinking, and creative entrepreneurship, this course encourages students to think like both engineers and artists.
Interactive Technology & Game Design (Year II - Graphic Arts)	This advanced elective challenges students to deepen their skills in game development with a strong emphasis on programming, logic, and interactive design. Building on foundational knowledge, students will write more complex code to power gameplay mechanics, animations, and dynamic systems, while using professional-grade tools to model 3D characters, environments, and assets. Combining computer science, digital art, and storytelling, the course encourages students to think critically and creatively as they design original, fully interactive games. Ideal for students with prior coding experience or a strong interest in technology, this STEAM-driven course offers a rigorous, project-based experience that prepares learners for high school computer science and beyond.



Orange County School of Computer Sciences School Map



Drop off/Pick up Map

Parking Instructions

- (1) Enter the North side (ex. driving up Fairmont from La Palma) of OCSCS, turn right into the parking lot, and proceed straight. Pull all the way forward to allow space for more vehicles.
- Parents must exit onto Futura as U-turns are not allowed.
- (2) Enter the South side (ex. driving down Fairmont from Yorba Linda Blvd.) of OCSCS, turn right into the parking lot, and pull all the way forward. Students must use the crosswalk.
- Parents must exit onto Fairmont, turning right only.
- Contact transportation with any questions related to buses.
- (5) Students must use the crosswalk when crossing Fairmont or Futura to enter campus. If you drop off your student in the surrounding neighborhoods they MUST use the crosswalks.

Parking Instructions



Cell Phone Policy

Purpose:

To ensure a positive climate for learning, free from unnecessary disruptions, by regulating the use of electronic devices in accordance with the Board of Education's guidelines ([PYLUSD Board Policy 5131.11](#)). Additionally, California's Education Code, specifically Education Code section 48901.7, mandates that school districts, charter schools, and county offices of education develop and adopt policies to limit or prohibit smartphone use by students by July 1, 2026.

Scope:

This policy applies to all students during the school day, defined as the time a student arrives on campus until the end of their instructional day.

Background:

Research by Jonathan Haidt (social psychologist at New York University), particularly in his book **The Anxious Generation**, highlights the negative impacts of excessive cell phone use on student mental health and academic performance. His findings indicate:

- *Increased Anxiety and Depression:* Students who spend more time on their phones, especially on social media, report higher levels of anxiety and depression. The constant comparison and cyberbullying prevalent on these platforms contribute significantly to these mental health issues.
- *Reduced Attention Spans:* Excessive cell phone use is linked to decreased attention spans and increased difficulty in focusing on tasks. This affects students' ability to engage and succeed in their academic work.
- *Decline in Academic Performance:* Students who frequently use their phones during school hours often show lower academic performance due to distractions and reduced study time.
- *Sleep Disruption:* The use of cell phones, particularly before bedtime, can disrupt sleep patterns, leading to sleep deprivation, which negatively impacts cognitive function and overall well-being.
- *Decreased Social Skills:* Overreliance on digital communication can hinder the development of face-to-face social skills, which are crucial for building healthy relationships and emotional resilience.

Prohibited Use:

- All cell phones and electronic devices (including smartwatches) must be turned off and out of sight during the entire school day.
- The school day is defined as the time a student arrives on campus until the end of their instructional day.

Technology as a Tool:

- The intention of this policy is not to ban cell phones but to ensure they are used as powerful tools rather than distractions. As Jonathan Haidt emphasizes, "The tool shouldn't run the student; the student should run the tool."
- The school will take measures to teach students how to utilize technology effectively. This includes intentional teaching of digital literacy and the implementation of smartphone-specific goal attainment scales to help students learn how to use their smartphones as tools for learning and personal development.

Exceptions:

- Electronic devices may be used only with explicit teacher approval for instructional purposes. The teacher will work with the charter school administrators for when a smartphone may be used for instruction. There will be limited times this applies given the school supplies chromebooks and other devices for technology use.

- In cases where a device is deemed essential for a student's health by a licensed physician and/or surgeon, its use shall be limited to purposes related to the student's health. Documentation must be provided to the school administration.

Responsibilities:

- Students are responsible for ensuring their devices are turned off and stored out of sight. This includes when a student leaves the classroom to utilize the restroom. The cell phone must remain within the student's backpack at all times during the school day. Students should not have their device stored in their pockets. All cell phones must be stored in a backpack.
 - *What happens if my student does not bring a backpack to school?* If a student comes to school without any form of a bag to store their books, learning materials, and cell phones, then the cell phone will need to be checked into the office at the start of each day and picked up at the end of each day.
- Parents/Guardians are responsible for supporting the school's policy by ensuring that their children adhere to the cell phone guidelines. In case of an emergency, parents should contact the school office. If a student needs to contact a parent during school hours, they must go to the office. Students must get explicit permission from a school administrator or office staff to power on the phone during school hours.
- The school is not liable for any lost, damaged, or stolen devices.
- The principal/designee will include violations of this policy in the school discipline plan.

Enforcement

- Students in violation of OCSCS' cell phone policy will experience progressive disciplinary consequences.
- If a student is found using a device without permission, the device will be confiscated.
- Repeated violations will result in disciplinary action and may lead to revocation of the privilege to possess electronic devices on campus.

Progressive Disciplinary Actions:

- First Offense: The device will be confiscated and returned at the end of the school day.
- Second Offense: The device will be confiscated and returned only to a parent or guardian.
- Third Offense: The student will lose the privilege to bring the device to school for the remainder of the term, and further disciplinary action may be taken as outlined in the school discipline plan.

Conclusion: By adhering to this policy, we aim to create an environment conducive to learning, free from unnecessary distractions, while also equipping our students with the skills to use technology effectively and responsibly.

OCSCS Dress Code Policy

Placentia-Yorba Linda Unified Dress Code Policy

Students must wear appropriate clothing, footwear and accessories, and must groom themselves for school in a manner that supports standards of safety, does not offend common standards of decency, does not reflect negatively on or detract from any phase of the educational program, and does not indicate a relationship to unauthorized student groups. These guidelines apply during the school day and at school sponsored activities conducted on or off campus outside the official school day. Principals will publish specific statements and guidelines developed by their staff, students and community.

Specific Dress Code Policies Related to OCSCS

Parents/guardians play a role in what is deemed as appropriate dress for school. The following will help guide students and families as they make decisions on representing their best selves at OCSCS while following rules.

Dress Code Requirements:

- Clothing must fully conceal undergarments at all times while on campus.
- Shoulder straps are required; strap size may vary.
- Shirts must meet the waistband of pants or shorts when standing—no midriff should be visible.
- Footwear must be worn at all times. Shoes must cover the toes and have a secure back (this includes styles such as Crocs).
- Clothing that distracts from the learning environment or disrupts the school culture may be deemed a dress code violation.

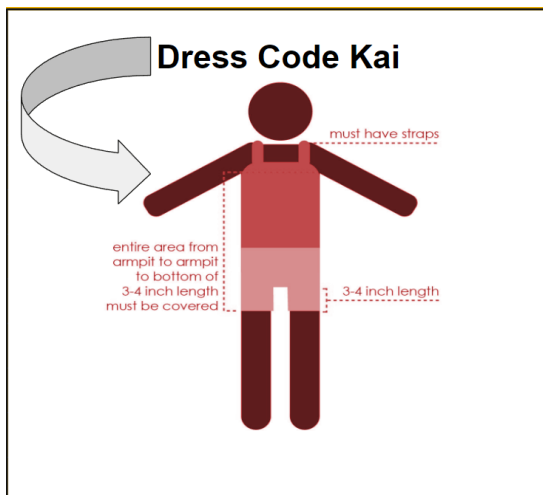
The following items are examples and not intended to be a complete list of dress restrictions:

- Clothing, hats, jewelry, purses, school supplies, or other accessories associated with alcohol, drugs, tobacco, sex, obscenity, bigotry, racial/ethnic/religious prejudice, weapons or violence.
- Anything deemed as gang, tagger-crew, and/or unauthorized student group related is prohibited.
- Bandanas, hairnets, chains, spiked jewelry, or any apparel deemed as dangerous.
- Any clothing normally worn as underwear or under garments should not be visible.
- Bare feet are not allowed. Shoes must be worn at all times.

Hats, Hoods, and Beanies

- Hats are permitted in common areas unless they disrupt the learning environment or the culture of OCSCS. Teachers may establish individual policies for their classrooms.

Below is a visual to help students and families best make decisions about clothing that adheres to our dress code policy.



OCSCS Non-discriminatory dress code policy: Our dress code does not differ based on students' sex, identity, gender identity or race.

Our dress code is in compliance with Title IX. Further information related to Federal law and guidance from the ACLU can be provided upon request.

Any images, symbols, language, or writing related to discrimination, violence, drugs, gang representation or sexual activity/objectification is not permitted.



Progressive Discipline for Dress Code Violations:

- 1st Offense: Students must change into clothing that meets our dress code. Wearing a zipped hoodie over non-compliant clothing is not allowed. If a student's outfit violates the dress code, they will be asked to change at a time that minimizes disruption to their learning.
- 2nd Offense: Parent phone call. The same consequences above will apply.
- 3rd+ Offense: Same steps as above and students will receive progressive discipline, which may include detention, parent conference, etc.

Progressive Discipline Policy

Purpose

The purpose of this policy is to establish a clear, fair, and consistent approach to student discipline that complies with California Education Code 48900. It also includes information about student witness statements, due process, under what condition a student might face progressive disciplinary consequences, and incorporates the University of Virginia Threat Assessment protocol. The aim is to address behavioral issues through progressive discipline measures that promote student growth and accountability.

This is a policy document that is intended to provide common language and common understanding of the progressive discipline policies implemented at the Orange County School of Computer Sciences. In addition to this, OCSCS adheres to the PYLUSD Code of Conduct (click [here](#) to access). Some information within the PYLUSD Middle School Code of Conduct may be redundant.

Scope

This policy applies to all middle school students and is designed to address behavioral issues in a manner that is proportional to the nature of the violation.

Referral Designations

Minor Infraction Examples: ● Gum Chewing ● Cell Phone* ● AirPods/Headphones ● Smartwatch ● Horseplay/Inappropriate Touching ● Defiance ● Class Disruption ● Inappropriate Language/Profanity ● Inappropriate Chromebook Use ● Excessive Tardies ● Tardy over 30 minutes**	Major Infraction Examples: ● Theft or Damage of School Property ● Possessed/Sold/Furnished a dangerous device ● Possessed/Used/Furnished Drugs/Alcohol ● Obscene Act/Habitual Profanity/Vulgarity (sexual or swearing, middle finger) ● Sexual Harassment (sexual comments towards ANY student or employee) ● Hate Violence ● Poss./Sell/Furnish Firearm ● Aid & Abet Physical Injury ● Engaged in an Act of Bullying ● Racial Slur
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Minor Infractions (Handled by Teachers): Minor infractions are less severe behaviors that disrupt the classroom environment but do not pose a significant threat to safety or well-being. Upon the 4th **repeated** behavior, the teacher will refer the matter to administration.

Below are the various ways a teacher may engage in helping students correct their behavior within the first three repeated incidents:

Teacher Interventions:



- Verbal Warning: Address the behavior immediately with a verbal warning.
- Reflection Activity: Students will engage in a writing activity that involves reflection and goal setting.
- Parent-Teacher Conference: Arrange a meeting with the student and parents/guardians if the behavior persists.
- Detention: Assigns detention.
- Behavior Contract: Develop and monitor a behavior improvement plan for the student.
- Saturday School

Major Infractions (Handled by Administration): Major infractions are severe behaviors that pose a threat to safety or significantly disrupt the school environment. The majority of this document identifies the major infractions (California Education Code Violations) as well as the progressive steps for disciplinary action.

Discipline Outcomes

Verbal Warning	Description: Initial minor infractions will be addressed with a verbal warning.	Process: The incident is documented by the teacher or staff member, who informs the student of the expected behavior.
Written Warning	Description: Repeated minor infractions will result in a written warning.	Process: A copy of the written warning will be sent to the parents/guardians. A meeting with the student will be held to discuss behavior and potential consequences of further infractions.
Parent-Teacher Conference	Description: Continued misbehavior will lead to a conference involving the student, parents/guardians, and relevant staff members.	Process: During this meeting, a behavior improvement plan will be developed, detailing specific steps and expectations for the student.
Detention	Description: Persistent minor violations or a single more serious incident will result in detention.	Process: Parents will be notified, and the student will be assigned a reflection activity during detention. The detention will be supervised, and the focus will be on



		understanding the impact of the student's behavior.
Intervention Classroom	Description: The intervention classroom serves as an alternative to suspension for more serious infractions or repeated misconduct.	Process: The student is temporarily removed from regular classes and placed in a structured environment focused on behavior improvement. The intervention classroom includes individualized instruction, counseling, and behavior management strategies. Specific feedback and goal-setting will be part of the intervention plan.
In-School Suspension	Description: More serious infractions or repeated misconduct will lead to in-school suspension.	Process: The student will be removed from regular classes but remain at school in a supervised environment. Counseling or restorative justice activities may be included as part of the suspension. Specific feedback and goal-setting will be part of the re-entry plan.
Out-of-School Suspension	Description: Serious violations or repeated offenses will result in out-of-school suspension.	Process: Parents/guardians will be informed immediately. A re-entry meeting will be scheduled to develop a plan for the student's return to school, including any support services that may be needed.
Administrative Transfer	Description: A student is transferred to another comprehensive school within the district.	Process: The student is removed for no more than two semesters. Students who have been administratively transferred are prohibited from returning to the sending school's campus for the duration of the Administrative Transfer. This also includes school activities. The student may return if he/she completes the conditions set



		forth by the assistant principal of the sending school.
Expulsion	Description: The most severe violations, as defined by California Education Code 48900 and 48915, may result in expulsion.	Process: Due process will be followed, including a hearing to determine the appropriate course of action.

Mandatory Expulsions per California Education Code 48915(c): Students must be expelled for the following violations:

- (1) Possessing, selling, or furnishing a firearm.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance.
- (4) Committing or attempting to commit a sexual assault or committing a sexual battery.
- (5) Possession of an explosive.

California Education Code 48900 Violations – Students may be suspended or expelled for the following reasons:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to another person a liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed, offered, arranged, or negotiated to sell drug paraphernalia.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of school personnel.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a student 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.



- (r) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.
- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (except for pupils who are engaged in mutual combat).

Other Means of Correction

In accordance with California Education Code, we emphasize corrective measures that do not necessarily result in suspension:

Restorative Justice Programs	Restorative justice programs focus on repairing the harm caused by the student's behavior.	This approach fosters accountability and reconciliation through various practices, including: • Restorative Circles: Meetings involving the offender, the victim, and other affected parties to discuss the impact of the incident and agree on steps to make amends. • Mediation: Facilitated discussions between the offender and the victim to reach a mutual understanding and resolution. • Community Service: Assignments that contribute to the school or local community, helping students understand the impact of their actions and build empathy. • Reflective Writing Exercises
Social Skills Training	Social skills training helps students develop essential interpersonal skills to interact positively with peers and adults.	Programs typically include: • Conflict Resolution Training: Teaching students how to resolve disputes peacefully and constructively. • Empathy Training: Activities that foster understanding and sensitivity to others' feelings and perspectives. • Communication Skills: Instruction in effective verbal and non-verbal communication techniques.
Peer Mediation	Peer mediation programs train students to help their peers resolve conflicts under the guidance of a trained adult mediator.	This process: • Empowers Students: Encourages students to take an active role in maintaining a positive school environment. • Reduces Conflicts: Provides a structured process for resolving disputes before they escalate. • Promotes Leadership: Develops leadership and problem-solving skills in student mediators.



***Evidence shows that these alternative means of correction can decrease suspension rates, enhance school culture, and lead to sustained improvements in student behavior.*

In Loco Parentis

School personnel are required to act in the best interest of students, maintaining their safety and welfare as if they were the students' own parents.

Student Witness Statement Process

1. Collection: Student witnesses will provide written statements detailing their accounts of the incident.
2. Confidentiality: Statements will be collected in a manner that ensures confidentiality and minimizes peer pressure or intimidation.
3. Review: Witness statements will be reviewed as part of the investigation into the incident.

Due Process

Due process is a fundamental component of this discipline policy, ensuring that all students receive fair and impartial treatment. The following steps will be followed:

1. Notification:
 - Students and parents/guardians will be informed of the specific allegations and the potential consequences.
2. Investigation:
 - A thorough investigation will be conducted, which includes collecting statements from witnesses, reviewing evidence, and providing the student an opportunity to present their side of the story. Parents typically are not notified prior to a student providing a statement. Investigations need to be handled in a timely manner. This falls under California Education Code (EC) section 35291.
3. Hearing:
 - For serious infractions that may result in suspension or expulsion, a hearing will be conducted. Parents/guardians and the student will have the opportunity to attend and present their case.
4. Decision:
 - After considering all the evidence, a decision will be made regarding the disciplinary action. The decision will be communicated to the student and parents/guardians, including the rationale behind it.
5. Appeal:
 - Students and parents/guardians have the right to appeal the decision.

Search and Seizure ([PYLUSD Board Policy for Search and Seizure](#))

“The Board of Education recognizes that situations may exist which require the search of students, their property, and/or facilities of the school which are assigned for the use of students, such as lockers, storage cabinets, project drawers, etc. Such searches may be conducted by school officials when reasonable suspicion exists that illegal, dangerous, and/or prohibited objects may be present on school property or at school activities off of school grounds or when some other violation of law, district policy, or school rules and regulations is imminent or has occurred. Searches of persons shall be limited as prescribed by law.

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to detect and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff individual students or other persons and may not sniff any personal items on their person.

Illegal, dangerous, and/or prohibited objects may be seized by school officials and may be placed in the custody of appropriate law enforcement personnel as soon as possible after seizure. Any seized objects found not to be illegal shall be returned to the individual after school hours or to the parent/guardian.”

Threat Assessment Protocol:

The C-STAG protocol will be used to assess and manage threats:

1. Identification: Recognize potential threats through observation and reporting.
2. Evaluation: Assess the seriousness of the threat by collecting information from multiple sources, including student witness statements and interviews. Threats are categorized as:
 - Transient Threats: Threats that are not serious and can be easily resolved through communication and conflict resolution strategies. These are typically expressions of anger or frustration that do not pose a genuine risk of harm.
 - Substantive (Non-Transient) Threats: Threats that are serious and pose a real risk of harm. These threats require immediate intervention and a comprehensive threat assessment to determine the appropriate response.
3. Intervention: Develop strategies to mitigate the threat, including counseling, increased supervision, or disciplinary action.
4. Follow-Up: Monitor the situation to ensure the threat is resolved and support the involved students.

Conclusion

This progressive discipline policy aims to create a supportive school environment where students understand the consequences of their actions, parents are actively involved, and corrective measures are applied fairly and consistently. This approach not only addresses behavioral issues but also promotes personal growth and accountability among students.

OCSCS Student Restroom Policy

Purpose: To ensure a respectful and efficient bathroom usage that minimizes disruptions to learning.

Policy Guidelines:

1. **Time Limit:** Students are allowed a maximum of 5 minutes to use the restroom. Please be mindful of this time to ensure all students have the opportunity to attend to their needs.
2. **No Socializing:** The restroom should not be used as a place to socialize. Please use this time solely for restroom purposes and return to class promptly.
3. **Respectful Return:** When returning to your classroom, please do so quietly and respectfully. Avoid causing distractions for your classmates and teachers.
4. **One Student at a Time:** Only one student may leave the classroom at a time to use the restroom. This helps maintain classroom order and allows teachers to monitor student movements.
5. **Timing Restrictions:** Students are not permitted to leave the classroom during the first 10 minutes and the last 10 minutes of class. This ensures that students can settle into the lesson and wrap up effectively.
6. **Asking for Permission:** Please wait for an appropriate time during the lesson to ask your teacher for permission to use the restroom. Avoid interrupting the teacher or classmates during instruction.

Consequences: Failure to adhere to this policy may result in a warning, followed by a discussion with a teacher, or other disciplinary measures as deemed appropriate.

NON-DISCRIMINATION STATEMENT: The Placentia-Yorba Linda Unified School District prohibits discrimination, harassment, intimidation, and bullying in all district activities, programs, and employment based upon actual or perceived gender, gender identity, gender expression, race, ethnicity, color, religion, ancestry, nationality, national origin, ethnic group identification, sex, sexual orientation, marital or parental status, pregnancy, age, physical or mental disability or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Reference: BP 0410; 1312.3; 4111.1; 5145.3; 5145.7; 4119.11/4219.11/4319.11.

Any student who engages in harassment/bullying of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and may be subject to disciplinary action. Disciplinary action may be progressive and may include suspension and/or expulsion.

As it relates to school activity, "bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code § 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

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

Types of conduct which are prohibited in the district and which may constitute harassment or bullying include, but are not limited to:

1. Direct physical contact, such as hitting or shoving.
2. Threats to harm another person.
3. Oral or written assaults, such as teasing or name-calling.
4. Social isolation or manipulation.
5. Posting harassing messages, direct threats, social cruelty, or other harmful texts, sounds or images on the Internet, including social networking sites.
6. Posting or sharing information about another person that is private.
7. Pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships.
8. Posting or sharing photographs of other people without their permission
9. Spreading hurtful or demeaning materials created by another person (e.g. forwarding offensive emails or text messages)
10. Retaliating against someone for complaining that they have been bullied.

Any student who feels that he/she is being or has been subjected to harassment/bullying as defined above shall immediately contact a school employee. A school employee to whom a complaint is made shall report it to the principal or designee. Any school employee who observes any incident of harassment/bullying on any student shall immediately report his/her observation to the principal or designee, whether or not the victim makes a complaint. [EC 48900 (r), 220; PC 422.55; BP 5145.3, AR 5145.3]

For complaints regarding harassment /bullying, site-level grievance procedures are:

1. The principal or designee shall investigate complaints of harassment/bullying. In so doing, he/she shall talk individually with:
 1. The student who is complaining
 2. The person accused of harassment/bullying
 3. Anyone who saw the harassment/bullying take place
 4. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses, other evidence of the harassment, and put a complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 1. The Superintendent or designee
 2. The parent/guardian of the pupil who complained
 3. The parent/guardian of the person accused of harassing/bullying someone
 4. A teacher or staff member whose knowledge of the pupils involved may help in determining who is telling the truth

5. Child protective agencies responsible for investigating child abuse reports Legal counsel for the District

DISTRICT ANTI-BULLYING POLICY: The Board of Education believes every child is entitled to a safe school environment free from bullying. Bullying is defined as any severe or pervasive physical or verbal act, including communications made in writing or by means of an electronic act, committed by a student or group of students directed towards other students

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible. Contact may be made directly via email to an administrator, **TEXT-A-TIP (714-584-8096)**, a phone call, or in-person. Students and parents may make such complaints anonymously. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation. Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

The identity of a complainant alleging discrimination, harassment, intimidation, or bullying shall remain confidential as appropriate within the dual contexts of the District's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the District will comply with requests for confidentiality to the extent possible. Students who violate this policy may be subject to discipline, ranging from counseling, detention and/or parent notification to suspension and/or expulsion pursuant to the District's discipline policies and procedures.

The district also is mindful that, at times, behavior that is rude or insensitive may nevertheless be constitutionally protected in the context of a public school environment. Such conduct can best be prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to promote respectful relationships and to improve or change inappropriate behaviors while teaching acceptance and ensuring equal educational opportunities for all.

SEXUAL HARASSMENT & BIAS-RELATED INCIDENTS: Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Disciplinary action may include suspension and/or expulsion.

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall immediately report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. [EC 48980 (h), 231.5, 212.5; BP 5145.7, AR 5145.7, 5CCR 4917]

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Dr. Baldwin Pedraza, Director, Student Services
1301 E. Orangethorpe Ave., Placentia CA. 92870
714-985-8656, bpedraza@pylusd.org

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of a negative impact on the pupil's academic performance, creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about pupils enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way



8. Purposefully cornering or blocking normal movements
9. Limiting a pupil's access to educational tools
10. Displaying sexually suggestive objects

For complaints regarding sexual harassment site-level grievance procedures are:

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party on school grounds or at a school-sponsored or school related activity off-campus or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct that did not occur in the context of a school related activity, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer and his/her designee shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3. Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

CONFIDENTIALITY: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

RESPONSE PENDING INVESTIGATION: When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school

grounds or outside school-sponsored or school-related programs or activities.

In addition to those procedures, for complaints of sexual harassment, the following steps will also be included:

Complaint requests to remain anonymous will be honored but the district will inform the complainant that this request may result in a limited investigation and/or actions the district can take. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

UNIFORM COMPLAINT PROCEDURES:

The Placentia-Yorba Linda Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, sexual harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, sexual harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 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 conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education and Career Technical and Technical Training
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care and Pupils who are Homeless
- Every Student Succeeds Act / No Child Left Behind
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool

PUPIL FEES COMPLAINTS: 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.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. 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 complaint shall be filed no later than one year from the date the alleged violation occurred. A pupil fees complaint is filed with the Placentia-Yorba Linda Unified School District and/or the principal of a school.

FILING UNIFORM COMPLAINTS UNRELATED TO PUPIL FEES: Complaints other than issues relating to pupil fees must be filed in writing with the following persons designated to receive complaints:

1. Employee complaints: Dr. Issaic Gates, Assistant Superintendent, Personnel (714) 985-8408 igates@pylusd.org
2. Title IX Sexual Harassment and any other discrimination complaints: Dr. Baldwin Pedraza, Director, Educational Services (714) 985-8670 bpedraza@pylusd.org. Complainants may also refer Title IX inquiries to the US Department of Education Office for Civil Rights.
3. Americans with Disabilities Act complaints: Renee Gray, Assistant Superintendent Student Support Services (714) 985-8727 rgray@pylusd.org

PROCEDURE

- A. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
- B. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
- C. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- D. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- E. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances. If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation reveals that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.
- F. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- G. The Board is required to adopt and annually update the LCAP and shall consult with teachers, principals, administrators, other school personnel, employee bargaining groups, parents/guardians, and students as a part of the comprehensive, data-driven planning process. The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.
- H. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- I. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:
 - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed.
 - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in



other public school, juvenile court school, or a nonpublic, nonsectarian school or agency.

- (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1.

- J. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- K. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

CIVIL LAW REMEDIES: The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining order or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

UCP POLICIES AND REGULATIONS AVAILABLE UPON REQUEST: A copy of our UCP compliant policies and procedures is available from any school office or from the Placentia-Yorba Linda Unified School District office, free of charge. UCP complaint policies and procedures are also available on the District's web site at www.pylusd.org.

