



Downtown College Prep Student & Family Handbook

2023-2024

Preparing First Generation Students for College Success

Revised: **09/27/2023**

**Founded in 2000. DCP serves students in 5th-12th grade
at four campuses across San José.**

Our Campuses

DCP ALUM ROCK MIDDLE SCHOOL

2888 Ocala Ave.

408-942-7000

Grades 6-8

DCP EL CAMINO MIDDLE SCHOOL

1402 Monterey Hwy.

408-384-4040

Grades 5-8

DCP ALUM ROCK HIGH SCHOOL

1776 Educational Park Dr. K8

408-384-4554

Grades 9-12

DCP EL PRIMERO HIGH SCHOOL

1402 Monterey Hwy.

408-271-1730

Grades 9-12

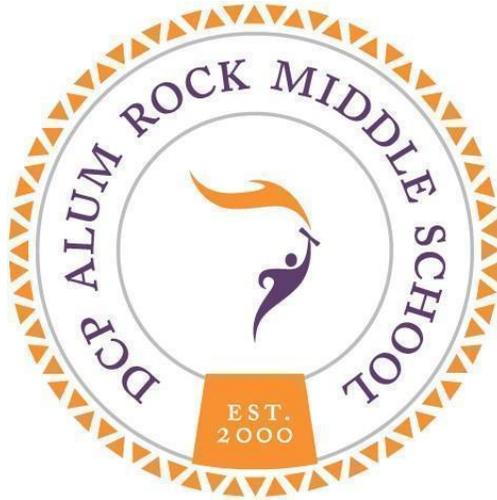
Table of Contents

Downtown College Prep Alum Rock Middle School (“DCP Alum Rock”)	8
Academic Supports	8
Campus Supervision	8
Shared Campus	8
Universal School Meals (Breakfast/Lunch Program)	8
Lunch Drop-off	9
Visitor/Parent Parking	9
DCP El Camino Middle School (“DCP El Camino”)	11
Academic Supports	11
Campus Supervision	11
Shared Campus	11
Universal School Meals (Breakfast/Lunch Program)	11
Lunch Drop-off	12
Visitor/Parent Parking	12
DCP Alum Rock High School (“DCPHS”)	14
Academic Supports	14
Campus Supervision	14
Universal School Meals (Breakfast/Lunch Program)	14
Lunch Drop-off	15
Visitor/Parent Parking	15
Purpose Statement for Senior Privileges	15
DCP El Primero High School (“EPHS”)	17
Campus Supervision	17
Shared Campus	17
Universal School Meals (Breakfast/Lunch Program)	17
Lunch Drop-off	17
Visitor/Parent Parking	17
Academic Supports	17
Off Campus Lunch	18
Lockers	18
Culture, Values and Traditions	20
Admissions Requirements	21
Nondiscrimination Statement	23
Education of Homeless Children and Youth	25
DCP College Success Programs	32
Advisory/CCR	33
College Success Center	33
Alumni Services	33
College Tours	34
DCP Scholarship Program	34

Parent Programming	34
Extracurricular Activities	34
Pre-College Programs	34
DCP Academic Program	34
Student Commitment	34
Meeting with a Teacher	35
Teacher Qualifications	35
Homework	35
Homework and Absences	36
Availability of Prospectus	36
English Learners	36
Academic Excellence Policy	36
Academic Eligibility for College	37
Academic Integrity	37
State Testing	37
Grading Policy	38
Grade Point Average Calculation	38
Honor Roll	39
High School Promotion and College Eligibility	39
Graduation Requirements	42
Community College Dual Enrollment	43
Graduation Appeals	44
College Admissions	46
Community College	46
California State University (“CSU”)	46
University of California (“UC”)	46
Private College	46
College Financial Aid	47
Cal Grant Program Notice	47
Work Permits	49
Special Education Policy	59
Student Freedom of Speech and Expression Policy	69
Independent Study	82
Short Term Independent Study	82
Student Behavior	83
Restorative Practices	83
Progression of Response to Behavior which is Outside the Expectations of DCP	83
Progression of Disciplinary Procedures	84
Gang Related Behavior	84
Behavior Agreement	84
Behavior Directive	85

Lost or Damaged School Property	85
Campus Searches and Seizure	85
Dress Code Policy	86
Middle School Dress Code	86
Physical Education	87
Accessories	87
Physical Education	88
Accessories	88
Student Personal Items Policies	88
School Materials & Personal Items	88
School Materials	89
Personal Items	89
Cell Phone Policy	89
Headphones/airpods	90
Bicycles, Skateboards, & Scooters	90
Personal Item Confiscation Policy	90
Student Parking	90
Food/Drink	90
Expectations During Lunch & Breaks	91
Entering a Class	91
Dismissal / End of Class	91
Assembly	91
Ambassadors (Greeting Visitors)	91
Expectations at School Sponsored Events	91
Campus Cleanliness, Vandalism and Graffiti	91
Public Displays of Affection	92
Student Information	92
Contact Information	92
Student Records, including Records Challenges and Directory Information	92
Student Health and Safety	95
School Safety Plan	95
Immunizations	95
Vision and Hearing	96
Diabetes	96
Emergency Information	97
Closed Campus Policy	97
What does it mean to be on campus?	98
Picking Up a Student During School Hours	98
Rainy Day Procedures	98
Health Facilities	98
Medication	98

Emergency Epinephrine Auto-Injectors	99
Emergency Medication for Opioid Overdose	99
Self-Administration of Medication	100
Concussion/Head Injuries	101
Opioid Information Sheet	101
Sudden Cardiac Arrest Prevention and Automated External Defibrillators	101
Blood-borne Pathogens	101
Animal Dissections	101
Counseling Services	102
Crisis Response	103
Child Abuse Reporting	103
Smoke/Tobacco Free Campus	103
Sexual Health Education	103
Mental Health Services	104
Human Trafficking Prevention	105
School Bus and Passenger Safety	105
CAMPUS ACCESS AND VISITORS	106
Telephone Policy	109
Extra-Curricular Activities	109
Clubs	109
Athletics	110
Academic Requirements for Participation in Extracurricular Activities:	110
Volunteering at DCP	110
Security Requirements for Volunteers	110
Tuberculosis (“TB”) Test Result	111
Background Check	111
Uniform Complaint Procedures	111
Statewide Testing Notification Template	114
CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (“ELA”) and Math	114
CAASPP: California Alternate Assessments (“CAAs”) for ELA and Math	114
CAASPP: California Science Test (“CAST”)	114
CAASPP: California Alternate Assessment (“CAA”) for Science	114
CAASPP: California Spanish Assessment (“CSA”)	115
English Language Proficiency Assessments for California (“ELPAC”)	115
Alternate ELPAC	115
Physical Fitness Test	115
Appendix 1: Suspension and Expulsion Policy	116
Appendix 2: Title IX Sexual Harassment Policy and Complaint Procedures: Students	117
Appendix 3: Professional Boundaries: Staff/Student Interaction Policy	127
Appendix 4: Suicide Prevention Policy	131



**2888 Ocala Ave.
San Jose, CA 95148
Phone 408-942-7000
Fax 408-942-7000
Grades 6-8**

Principal

Jose Zavala
jzavala@dcp.org
Ext 401

Assistant Principal

Daisy Alicante
dalicante@dcp.org
Ext 405

**School Operations
Manager**

Daisy Solis-Cortes
dsolis-cortes@dcp.org
Ext. 455

Dean of Students

Brittney Gutierrez
bgutierrez@dcp.org
Ext. 419

**Visit our website at dcp.org/arms to view:
Staff Directory, Office Hours, Class times and Bell Schedule**

Downtown College Prep Alum Rock Middle School (“DCP Alum Rock”)

Academic Supports

Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student’s academic path. Advisors will contact parents/guardians (or parents/guardians should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student’s learning.
- Advisors will help students and parents/guardians understand promotion and graduation requirements, and whether the student is “on track.”

Office Hours

- Teachers are available at least one (1) day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support opportunity for students to stay on track.
- Students who are identified by teachers as “at risk” for not promoting to the next grade level may be assigned mandatory office hours by their advisory teacher, content teacher, or an administrator.
- Mandatory office hours may be lifted if a student’s grade(s) improve.

Campus Supervision

Campus supervision begins fifteen (15) minutes before school; starts every morning and ends fifteen (15) minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP Alum Rock sports team, club, or attending office hours with a teacher. Students are not allowed to be on the Ocala Middle School (“Ocala”) side of campus during school hours, unless accompanied by a staff member.

Shared Campus

DCP Alum Rock shares a campus with another school—Ocala. We work closely with the staff of Ocala so that the schedules of the DCP Alum Rock students do not conflict with their students. In the event of an emergency, the schools will communicate with each other to ensure the safety of all students.

Universal School Meals (Breakfast/Lunch Program)

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

Lunch Drop-off

Parents/guardians may bring lunch for their students at the beginning of the lunch period. The office is not able to store student lunches. Parents/guardians must always check in at the office and may not go directly to classrooms/lunch areas. All students are expected to eat in the designated eating areas, and parents/guardians may not remain on campus to eat lunch with their child unless a medical excuse is provided to the office. Please note that the DCP Alum Rock campus is a closed campus.

Food Delivery Services such as doordash, GrubHub, Uber eats etc. are NOT allowed for the safety of the students and because we participate in the Universal school meals program, food delivery services will be refused.

Visitor/Parent Parking

The DCP parking lot is reserved for school staff, parent/guardian visitors and community members with appointments with DCP Alum Rock staff. Families of DCP Alum Rock students are welcome to park in the school parking lot. Unauthorized vehicles on school property may be towed at the owner's expense.



**1402 Monterey Hwy.
San Jose, CA 95110
Phone 408-384-4040
Fax 408-384-4040**

Grades 5-8

Principal

Linda Diaz-Sepulveda
ldiaz-sepulveda@dcp.org
Ext 501

Assistant Principal

Katrena Andrist
kandrist@dcp.org
Ext 526

**Founding School
Operations Manager**

Martha Rivera
mrivera@dcp.org
Ext 502

Dean of Students

Luis Falcon
lfalcon@dcp.org
Ext 645

**Visit our website at dcp.org/ecms to view:
Staff Directory, Office Hours, Class times and Bell Schedule**

DCP El Camino Middle School (“DCP El Camino”)

Academic Supports

Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student’s academic path. Advisors will contact parents/guardians (or parents/guardians should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student’s learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is “on track.”

Office Hours

- Teachers are available at least one (1) day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support opportunity for students to stay on track.
- Students who are identified by teachers as “at risk” for not promoting to the next grade level may be assigned mandatory office hours by their content teacher or an administrator.
- Mandatory office hours may be lifted if a student’s grade(s) improve.
- Parents/guardians may participate in counseling sessions and decisions.

Campus Supervision

Campus supervision begins fifteen (15) minutes before school; starts every morning and ends fifteen (15) minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP El Camino sports team, club, or attending office hours with a teacher.

Shared Campus

DCP El Camino shares a campus with another school—DCP El Primero High School (“EPHS”). We work closely with the staff of EPHS so that the schedules do not conflict with their students. In the event of an emergency, the schools will communicate with each other to ensure the safety of all students.

Universal School Meals (Breakfast/Lunch Program)

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals. The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

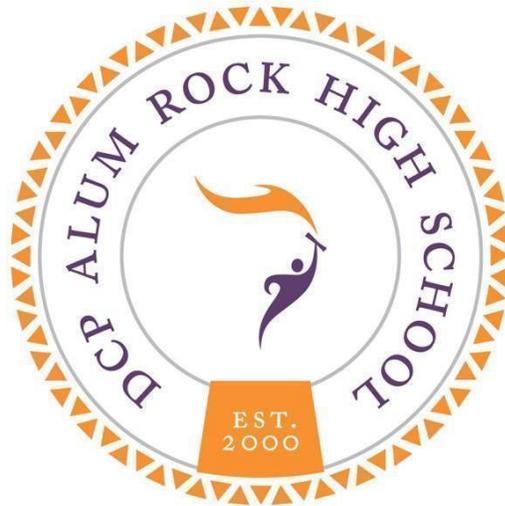
Lunch Drop-off

If a student is not participating in the Universal Lunch Meals program and all extra lunches have been served parents/guardians may bring lunch for their students at the beginning of the lunch period. The office is not able to store lunches. Parents/guardians must always check in at the office and may not go directly to classrooms/lunch areas. All students are expected to eat in the designated eating areas, and parents/guardians may not remain on campus to eat lunch with their child unless a medical excuse is provided to the office. Please note that DCP El Camino campus is a closed campus.

Food Delivery Services such as doordash, GrubHub,uber eats etc. are NOT allowed for the safety of the students and because we participate in the Universal school meals program, food/Items will be refused.

Visitor/Parent Parking

The DCP El Camino parking lot is reserved for DCP El Camino school staff, parent/guardian visitors and community members with appointments with school staff. Families of our students are welcome to park in the school parking lot. Unauthorized vehicles on school property may be towed at the owner's expense.



**1776 Educational Park Dr.Bldg. K8
San Jose, CA 95133
Phone 408-384-4554
Fax 408-318-6542
Grades 9-12**

Principal

Joyce Davis
jdavis@dcp.org
Ext 301

Assistant Principal

Neeraja Nambula
nnambula@dcp.org
Ext 302

**School Operations
Manager**

Alondra Ezzat
aezzat@dcp.org
Ext 303

Dean of Students

Angel Rico
arico@dcp.org
Ext 304

Visit our website at dcp.org/arhs to view:

Staff Directory, Office Hours, Class times and Bell Schedule

DCP Alum Rock High School (“DCPHS”)

Academic Supports

Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student’s academic path. Advisors will contact parents (or parents/guardians should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student’s learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is “on track.”

Office Hours

- Teachers are available at least one (1) day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support opportunity for students to stay on track.
- Students who are identified by teachers as “at risk” for not promoting to the next grade level may be assigned mandatory office hours by their College, Career Readiness (“CCR”) teacher, content teacher, or an administrator.
- Parents/guardians may participate in academic counseling sessions and decisions.

Campus Supervision

Campus supervision begins fifteen (15) minutes before school; starts every morning and ends fifteen (15) minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCPHS sports team, club, or attending office hours with a teacher.

Universal School Meals (Breakfast/Lunch Program)

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

Lunch Drop-off

If a student is not participating in the Universal Lunch Meals program and all extra lunches have been served . parents/guardians may bring lunch for their students at the beginning of the lunch period. The office is not able to store student lunches. Parents/guardians must always check in at the office and may not go directly to classrooms/lunch areas. All students are expected to eat in the designated eating areas, and parents/guardians may not remain on campus to eat lunch with their child unless a medical excuse is provided to the office. Please note that DCPHS campus is a closed campus.

Food Delivery Services such as doordash, GrubHub,uber eats etc. are NOT allowed for the safety of the students and because we participate in the Universal school meals program, food/Items will be refused.

Visitor/Parent Parking

The DCPHS parking lot is reserved for school staff, parent visitors and community members with appointments with school staff. Families of our students are welcome to park in the school parking lot. Unauthorized vehicles on school property may be towed at the owner's expense.

Purpose Statement for Senior Privileges

The policies and procedures below apply to all DCPHS Seniors. As role models on campus, seniors are held to the highest expectations. DCPHS seniors embody the core values of our school—Desire, Community, and Pride. Seniors succeed in a rigorous course load and serve as campus leaders. Seniors learn independently and make thoughtful decisions to ensure their college success. Seniors continue developing the personal discipline needed to succeed in future academic and professional situations.

Seniors at DCPHS prepare themselves for college by:

- Demonstrating a commitment to their learning
- Studying and problem solving independently
- Consistently turning in assignments of quality
- Showing proficiency in reading, writing and mathematics

Seniors at DCPHS show leadership by:

- Taking responsibility for their own success
- Strengthening school culture
- Dressing and acting professionally
- Being on time and ready to learn



**1402 Monterey Hwy.
San Jose, CA 95110
Phone 408-271-1730
Fax 408-271-1730
Grades 9-12**

Principal

Jordan Apgar
japgar@dcp.org
Ext 643

Assistant Principal

Lori Hartmann
lhartmann@dcp.org
Ext 633

School Operations Manager

Katya Silva
ksilva@dcp.org
Ext 284

Assistant Principal

David Blanco
dblanco@dcp.org
Ext 220

**Visit our website at dcp.org/ephs to view:
Staff Directory, Office Hours, Class times and Bell Schedule**

DCP El Primero High School (“EPHS”)

Campus Supervision

Campus supervision begins fifteen (15) minutes before school starts every morning and ends fifteen (15) minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in an EPHS sports team, club, or attending office hours with a teacher.

Shared Campus

DCP El Primero High School shares a campus with another school—DCP El Primero Middle School. We work closely with the staff of DCP El Camino so that the schedules do not conflict with their students. In the event of an emergency, the schools will communicate with each other to ensure the safety of all students.

Universal School Meals (Breakfast/Lunch Program)

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

Lunch Drop-off

. parents/guardians may bring lunch for their students at the beginning of the lunch period. The office is not able to store student lunches. Parents/guardians must always check in at the office and may not go directly to classrooms/lunch areas. All students are expected to eat in the designated eating areas, and parents/guardians may not remain on campus to eat lunch with their child unless a medical excuse is provided to the office. Please note that the EPHS is a closed campus.

Food Delivery Services such as doordash, GrubHub, uber eats etc. are NOT allowed for the safety of the students and because we participate in the Universal school meals program, food/Items will be refused.

Visitor/Parent Parking

The EPHS parking lot is reserved for school staff, parent/guardian visitors and community members with appointments with school staff. Families of our students are welcome to park in the school parking lot. Unauthorized vehicles on school property may be towed at the owner's expense.

Academic Supports

Advisory

- Advisory class is a graded class where students learn skills to support their success in high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student's academic path. Advisors will contact parents/guardians (or parents/guardians should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student's learning.
- Advisors will help students and parents/guardians understand promotion and graduation requirements, and whether the student is "on track."

Office Hours

- Teachers are available at least one (1) day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting to the next grade level may be assigned mandatory office hours by their content teacher, or an administrator. Parents may also request that students be added to mandatory office hours.
- Mandatory office hours will be added to the student's schedule so teachers can take roll and parents can see whether students are attending.
- Mandatory office hours may be lifted if a student's grade(s) improve.

Tutors

- Our students may have access to tutors from external organizations that support our students.
- In Class and After School tutors: Outside organizations provide us with tutors who work with students during their math and science classes, as well as after school on various subjects. Typically, these tutors work with small groups of three to four (3-4) students on a specific skill or assignment.

Off Campus Lunch

Students may earn off campus lunch privileges as follows:

- **Seniors:** Must be passing all classes AND average less than five (5) tardies per week.
- **Juniors:** Must be passing all classes AND maintain a 3.0 GPA AND average less than five (5) tardies per week.

In addition to the above, students must also submit an off-campus lunch permission slip signed by parent/guardian. Off campus lunch passes will be issued monthly.

Lockers

Lockers are EPHS property and remain at all times under the control of EPHS. The acceptance and use of locker facilities by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by EPHS personnel and/or law enforcement through the use of trained dogs. Seniors must turn in a Locker Agreement and may only use locks provided by DCP.

DCP

- Reserves the right to cut any lock not issued by DCP.
- Reserves the right to search any locker at any time.
- Is not responsible for any damage, theft, or vandalism that may occur to the locker and/or its contents.

Students

- Are to use their lockers to temporarily store outerwear and school supplies.
- Must keep their lockers neat, clean, free of clutter. It is our expectation that students will respect the privacy and property of others.

- Are responsible for all contents of the locker as well as the condition of the locker itself (inside and out). Lockers must be kept free of graffiti or other damage. No permanent markings allowed in the locker (this includes permanent stickers). Nothing is permitted to be on the outside of the locker. The cost of any repairs to damaged or permanently marked lockers will be the responsibility of the student.
- May decorate the inside of their lockers using ONLY magnetic items that can be easily removed and will not leave any damage.
- Will not store valuable personal property in lockers. EPHS is not responsible for safekeeping of any contents.
- Will not leave food in lockers overnight.
- Will not keep anything illegal in their lockers, such as drugs, alcohol, stolen property, weapons, anything deemed by the school or police to be a danger, or anything else illegal to possess.

Culture, Values and Traditions

Downtown College Prep – which operates El Primero High School, Alum Rock High School, El Camino Middle School and Alum Rock Middle School (collectively referred to as “DCP” or the “Charter School”) believes that culture and tradition build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community.

Mission-Driven

DCP is guided by a singular, unambiguous mission: to prepare first generation students for college success. Whether a student has struggled for years or has had a history of success, the goal is the same. From the moment you enter DCP to the moment you leave, we will support you in becoming a college bound student.

Our Values and Traditions: Ganas/Desire, Comunidad/Community & Orgullo/ Pride

Since the founding of DCP in 2000, the values of desire, community, and pride have guided the work of staff and students. It is our traditions that have kept us true to our values.

Desire: We work hard to solve the problem and reach our goals.

- **College Prep Classes:** All high school students are required to take college prep classes. This means they take classes required by the California State University (“CSU”) and University of California (“UC”) systems in order to apply.
- **Extended School Day:** Students at DCP are in school longer hours each day to give students more time in school to achieve academic excellence.

Community: We show respect and make our communities strong and healthy.

- **The Unity Clap:** A slow clap that builds to a faster, stronger clap until everyone is engaged marks the start of every assembly of parents/guardians, students or staff. The clap is a tradition borrowed from the United Farm Workers and the civil rights movement. We end with the phrase “Isang Bagsak” which means as we rise together we fall together.
- **Assemblies:** Every month, and on special occasions, the entire student body and staff assemble as a community. During assemblies, there are a variety of presentations, student performances, and student recognition.
- **Parents/guardians, Staff, and Students:** We know that in order to achieve our mission, parents/guardians/guardians, students, and staff must all work together. We rely on the leadership of parents/guardians to create a healthy community. We provide opportunities for students to lead one another.
- **Clubs, Field Trips, & Sports:** Each DCP campus offers a variety of activities for students. Participation builds a sense of common purpose, identity, and helps forge supportive relationships.

Pride: We make good decisions and do our best.

- **The Handshake:** The traditional greeting at DCP is a firm and confident handshake. The handshake is a great way to show pride in yourself. When you shake someone’s hand you should look the person in the eye, stand tall and offer a firm and confident handshake.
- **The Uniform:** DCP students must wear uniforms to school. The uniform improves student safety, promotes school unity, and most importantly helps develop a sense of pride. Please refer to the Dress Code in this Handbook.

Admissions Requirements

The Charter School shall require students who wish to attend the Charter School to complete an application form. Applications are available online or in hard copy form in both English and Spanish. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. If the number of applicants exceeds the number of available spaces, we hold a public random drawing in accordance with Education Code Section 47605 (e). Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via letter and phone call, and the date and time are posted publicly on the school website. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot.

Admission preferences in the case of a public random drawing are given to students in the order outlined in each respective school's charter petition. Please contact the Principal for a copy of the school's charter petition and/or the applicable admission preferences for the respective school.

☛ No student may concurrently attend a private school that charges the student's family for tuition.

DCP schools are open to all students and we encourage all students to apply. Specifically, the school shall:

- Be open to any students wishing to attend the school, subject only to capacity.
- Be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). Please see our non-discrimination statement in this Handbook.
- Have no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) aside from residence in California. No test, interview, or assessment shall be administered to students prior to acceptance and enrollment into the school.
- Comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- Not determine admission according to the place of residence of the student, or of the student's parent or guardian, within the state, except in the case of a public random drawing.
- Not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to verify admissions preferences set forth in the Charter. Not request or require submission of a student's Individualized Education Plan ("IEP"), 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free,

appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

- Comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
- Comply with all laws establishing minimum and maximum age for public school attendance.
- Ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the charter.
- Maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the chartering authority upon request.

The only circumstance under which a student may not be admitted is if the student is currently under an expulsion order from another school district or charter school or recently completed the term of expulsion.¹ The Charter School will review the offense listed in the expulsion order to make a determination and may either deny admission or schedule a meeting with the Principal or designee to consider admission, consistent with the Readmission process in the Suspension and Expulsion Policy and Procedures.

After admission, students are required to submit an enrollment packet, which shall include the following:

- Student Registration Form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Authorization for the Charter School to request and receive student records from all schools the student has previously attended or is currently attending²
- Participation in designated student services
- Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English learner³
- Proof of health examinations and oral examination required by the Health and Safety Code
- Emergency Card
- Free or Reduced Price Meal Application
- Proof of residency
- Indication of whether the student has been expelled from a prior school
- Physician's Authorization to administer medication, if applicable.
- Homeless Questionnaire

¹ A student who is currently in suspended expulsion status may enroll at a DCP school.

² The Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment.

³ In accordance with Education Code Section 47605(e)(4)(B), Charter School shall not request or require submission of a student's individualized education program ("IEP"), Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

In regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Students who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions are allowed under the conditions provided in SB 277 (2015).

DCP will comply with all state and federal laws governing admission of homeless and foster youth to charter schools.

During the enrollment process, where permitted by law, the Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

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

[Nondiscrimination Statement](#)

DCP is nonsectarian in its programs, admissions policies, employment practices, and all other operations. DCP does not charge tuition and does not discriminate against any person on the basis of actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

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

The Charter School does not request nor require student records prior to a student's enrollment.

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

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Chief Executive Officer (CEO)/Chief Operating Officer (COO)/Director of Student Services (DSS)
Downtown College Prep
1400 Parkmoor Ave, Ste 206
San Jose, CA 95126
complaints@dcp.org
408.271.8120 ext. 101/408.271.8120 ext. 102 / /408.271.8120 ext. 107

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

Pregnant and Parenting Students

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

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school.

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

Chief Executive Officer (CEO)/Chief Operating Officer (COO)/Director of Student Services (DSS)
Downtown College Prep
1400 Parkmoor Ave, Ste 206

San Jose, CA 95126

complaints@dcp.org

408.271.8120 ext. 101/408.271.8120 ext. 102 / /408.271.8120 ext. 107

A copy of DCP's UCP is available on the Charter School website and upon request at the front office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

Education of [Homeless Children and Youth](#)

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

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

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

School Liaison

The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 USC § 11432(g)(1)(J)(ii)):

Director of Student Services
Downtown College Prep
1400 Parkmoor Ave, Ste 206
San Jose, CA 95126
complaints@dcp.org
408.271.8120 ext. 107

The School Liaison shall ensure that (42 USC § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies , and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and unaccompanied youth are fully informed of all transportation, services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

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

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

retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment.

Education of Foster and Mobile Youth

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

- *"Foster youth"* means any of the following:
 1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.⁴
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

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

⁴ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

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

Eileen Brown
Director of Student Services
Downtown College Prep
1400 Parkmoor Ave, Ste 206
San Jose, CA 95126
ebrown@dcp.org
408.271.8120 ext. 107

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

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

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

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

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

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

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 based on

the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the educational rights holder, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
 - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

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

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When

partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

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

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

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

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

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

Reporting Requirements

Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, “pupil category” means the categories of pupils identified in the “Definitions” section of this Policy, above.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

[DCP College Success Programs](#)

DCP’s model for preparing students for college success focuses on providing students with positive relationships, experiences, and resources that increase their likelihood of getting into and graduating from

competitive four-year institutions. An average of 95% of DCP graduates enroll in two and four-year colleges after graduation and more than half of those students have selected to attend four-year colleges. Our model is unique in that we integrate our college success work across academic and non-academic programs and activities so that students are consistently exposed to new opportunities and ideas that can shape their path to and through college. Our teachers are at the center of this work as they not only teach an academic discipline, but also serve as our students' primary advocates at school by coaching them through challenges and staying connected with families.

Every DCP school has a unique set of programs and resources to cater to the needs of the students and the community. These programs and resources are carefully articulated across our College Success Domains:

1. **Academic Knowledge:** *How are we building an environment where students own their learning?*
2. **College Knowledge:** *How are we building students' college-going identities towards college enrollment and completion?*
3. **Interpersonal & Self-Knowledge:** *How are students engaging in meaningful activities that build on their metacognitive skills?*

We know that our students will have a high quality educational experience at DCP when we are constantly improving our work inside and outside of the classroom along these three areas.

Advisory/CCR

All campuses have an advising program in the form of advisory/CCR. Students are exposed to curriculum and programming that address academic, college, and interpersonal & self-knowledge through positive teacher-student relationships. The structure of programs varies by grade and time of year to adapt to student developmental needs related to socio-emotional learning and self-management. High schools have dedicated curriculum in their CCR courses in junior and senior years where they earn academic credit and are supported by a college guidance counselor to ensure that students are eligible and applying to four-year colleges. DCP also guides students in applying to meaningful experiences and opportunities to prepare them for college and career success.

The following areas are some key programming activities that specifically connect to our college coaching work with students.

College Success Center

Each high school hosts a College Success Center (College Lab) on campus to connect students with resources and opportunities that guide them along their college path. The center's office hours vary depending on the time of year, but DCP high school students and families connect with our College Guidance Counselors around resources and new opportunities.

Alumni Services

DCP has been a leader in supporting students beyond high school graduation by providing a dedicated Alumni Success Counselor for our graduates to transition to college and career. The Alumni Success Counselor works with both high schools to ensure students are completing the college enrollment process after high school graduation when graduates and families need the most support. Our alumni can book an appointment with our counselor regardless of where they are in their college or life journeys. The Alumni Success Counselor is located at DCP Central Office, and available remotely by appointment and can be reached by email at alumni@dcp.org.

College Tours

DCP takes students on a range of college experiences as our budgets allow, from day conferences to overnight tours in and outside of the Bay Area, to virtual opportunities. College tours are meant to expose students to college options and help them understand what it takes to build a competitive application. Some tours are free, while longer, overnight tours are partially financed by students.

DCP Scholarship Program

During their senior year in high school, students can apply for the DCP College Scholarship to help finance the cost of college. Any senior with a minimum 2.5 GPA who will attend a four-year university may apply. Successful candidates have thoughtfully completed application essays, participated in meaningful community service and summer opportunities, and prepared well for their scholarship interviews. Scholarships are not guaranteed for any students and will depend on the funds available. Students may reapply for the scholarship if the funds are available while in college. Students attending community college will be supported through the California Community College Promise Grant to help finance their first two (2) years of college for those who qualify.

Parent Programming

DCP provides parents with workshops and/or informational nights throughout middle and high school on a variety of topics that include: financial aid and college savings, choosing a college, and monitoring student progress. Every school site will also host parent meetings throughout the year to keep families engaged about their child's progress.

Extracurricular Activities

DCP has extracurricular activities such as sports, clubs and community service opportunities that are led by staff, teachers, and community volunteers. These activities all are designed to provide students with opportunities that fit student interests and also challenge students to develop their skills as community leaders.

Pre-College Programs

DCP has supported students in applying to programs, internships, and academic enrichment opportunities to apply to while in high school. These pre-college programs help students build their college admissions profiles and resumes, and most importantly, help students develop their personal interests. These programs may provide full or partial scholarships for students or a cost is associated. Students must apply to programs and are supported through the application process.

DCP Academic Program

Student Commitment

The most successful students at DCP are students who take responsibility for their own learning. This means the students push themselves to get to class on time, to do their own homework, and to ask for help when they need it. The staff at DCP offers a lot of support, as do our parents/guardians, but in the end, it is the student who must believe in the mission of going to college to be successful in meeting this goal.

Meeting with a Teacher

Students are encouraged to meet with their teachers on their own periodically to get help or ask questions about the course. Going to speak to an instructor outside of regular class time is a great skill to have for college. Every teacher offers open Office Hours at least once a week. Students who are failing a class, at risk of retention, or have skills significantly below grade level may be required to attend Mandatory Office Hours.

Teacher Qualifications

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the School Principal to obtain this information, please see the beginning of this Handbook for contact information.

Homework

We believe the purpose of homework is to support academic skills, increase understanding, invite parent and family participation, and provide opportunities to develop the DCP values of desire, community, and pride in order to be prepared for college.

At DCP we assign homework for several reasons:

- To practice what has been learned in class.
- To check that the student has understood what has been taught in class.
- To help students prepare for what they are about to learn.
- To help students apply new skills/ideas from their classes.

How Much Homework?

Students may expect to receive about one (1) to two (2) hours of homework every day, which may include thirty (30) minutes of independent reading time every evening.

Where to Get Homework Help

When students need help with work that needs to be completed at home, we expect them to use the following strategies if they have questions:

- Ask their teacher for help after class and/or during office hours. Teachers will have set office hours at least one (1) day a week for one (1) hour.
- Call a study buddy.
- Consult with teachers or classmates via email or online tools (Edmodo, SchoolLoop, Google Classroom, etc.). Students can use online tools to ask questions of classmates and teachers.
- Access the Virtual Homework Club (grades 5-8) or Tutor.com (grades 5-12) through the [San Jose Public Library](#), [Schoolhouse.world](#), [Khan Academy](#)

How Parents Can Help with Homework

The best ways for parents to support their students with homework include:

- Make sure the student has a place and time to do homework.
- Ask students about the homework.
- Make sure that your student is reading every night for at least thirty (30) minutes.
- Look over the student's homework log or planner to see that the student is keeping track of assignments.
- Communicate with teachers when you have questions about the homework.
- Review grades regularly on PowerSchool.

Parents **should not** have to tutor students at home every day. If it seems that the homework is too difficult for your child, please contact the school. Students should be able to complete homework on their own or with minimal support from peers or teachers.

Homework and Absences

Students who are absent or tardy for any reason, including suspension, are responsible for making up any missing classwork and homework. Students are responsible for knowing and understanding the late work policy for each class and speaking with the teacher. Whenever possible, parents or students should contact the teachers to find out any missed assignments while the student is absent, so they may be turned in on time.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

English Learners

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

Academic Excellence Policy

The coursework at DCP is designed to support every student and to help every student thrive in college. As a school, we will work to ensure that every student is prepared for college.

Academic Eligibility for College

When in high school, students will be eligible for acceptance to a California public university based on a grade point average (“GPA”) and California Public Universities are no longer using the Scholastic Aptitude Test (“SAT”)/American College Testing (“ACT”) score combination for eligibility. DCP Students who are passing all their classes are considered to be meeting the minimum academic standards. Students with a 3.0 GPA or above are considered to be achieving academic excellence. Teachers and administrators will hold every student to the high expectations needed for a college preparatory curriculum.

Students who are not on track for college eligibility should expect one or more of the following interventions:

- Academic Agreements: Students may be put on a plan by a teacher, staff member, or administrator in order to hold the student accountable for academic excellence. These plans will include routine grade checks and the interventions described below.
- Mandatory Office Hours, Wednesday School, or Saturday School - Students may be required to spend extra time at school when they are not achieving academic excellence.
- Student Conferences: DCP may call meetings with parents, teachers, or support providers to develop plans to support students who are not achieving academic excellence. Students are required to attend these meetings.
- Intervention Period - Students may be required to attend an extra tutorial period in order to get back on track, if available.
- Loss of Privileges: Students may lose privileges such as school dances, celebrations, or field trips if their grades are low or they have missing assignments. Classwork always comes first before special privileges and events.
- Course Based Policies: Teachers will determine policies for their own courses regarding homework, exams and grading that will be outlined in each course’s syllabus.
- Parent Communication – DCP staff will communicate with parents/guardians regarding their student’s successes and struggles in achieving academic excellence.

Academic Integrity

One of DCP’s Core Values is pride. This means that we expect DCP students to take responsibility for completing their own work. Students choosing to compromise their own academic integrity or the academic integrity of others through cheating, copying, plagiarizing or anything related is unacceptable. Students who cheat, copy or claim credit for work that is not theirs disrespect our core values, the DCP Community, and themselves as learners. Assisting others in any form of academic dishonesty is also considered cheating.

DCP does not tolerate cheating and will respond with significant consequences. Any form of cheating will result in a referral, zero credit on the assignment, immediate contact of the family, and in the case of a major assignment both parties will be placed on an academic integrity agreement.

State Testing

DCP shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”). Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP

shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Grading Policy

In order to measure progress towards successful college admissions, DCP uses the CSU/UC system to calculate Grade Point Average (“GPA”). GPA is a very important factor in determining whether or not your student will be accepted to a 4-year university.

Letter Grade	Percent	GPA	Explanation
A+	97-100	4.0	Student has demonstrated exceptional mastery of the academic standards and is prepared to engage in work that is beyond the grade level expectations.
A	93-96	4.0	
A-	90-92	4.0	
B+	87-89	3.0	Student has demonstrated solid mastery of the academic content and has generally exceeded the minimum level of achievement required for proficiency.
B	83-86	3.0	
B-	80-82	3.0	
C+	77-79	2.0	Student has met minimum requirements for mastery of grade level concepts.
C	73-76	2.0	
C-	70-72	2.0	
F+	60-69	0	Student has not demonstrated sufficient mastery of grade level concepts. Student may need to repeat the assignment or course. (This would be a D in a traditional school).
F	0-59	0	Student has not demonstrated sufficient mastery of grade level concepts. Student may need to repeat the assignment or course.

Grade Point Average Calculation

For students in grades 5-12, the GPA will be an average of all course grades using the GPA values above to determine their cumulative (or unweighted) GPA.

For the purposes of college admissions, a UC/CSU (or weighted) GPA is calculated separately for students in grades 10-12. The UC/CSU (or weighted) GPA is calculated as follows:

- Only count letter grades from 10th – 12th grade (including grades in summer school starting the summer prior to 10th grade year).
- Only use classes that meet the a-g requirement
- A = 4, B = 3, C = 2, F+=1, F = 0

- + and – don't count as added points (i.e., B+, B and B- are all worth 3 points).
- AP and Community College classes (e.g., Concurrent and Dual Enrollment courses) add 1 point to your class for grades C- and above (A = 5, B = 4, etc.).
- Honors classes taken in grades 10-12 add 1 point to your class for grades C- and above (A = 5, B = 4)
- If you earn an F/F+, you can take that class over and your new grade will replace the F/F+.

Honor Roll

There are three levels to the DCP honor roll:

Level	GPA
Summa Cum Laude (with highest honor)	3.75 - 4.0
Magna Cum Laude (with great honor)	3.5 - 3.74
Cum Laude (with honor)	3.0 - 3.49

Note: Students with a failing grade in any class are not eligible for the honor roll.

High School Promotion and College Eligibility

DCP students are promoted from one grade to the next based on their progress towards meeting DCP's graduation requirements that align with the A-G coursework for UC/CSU eligibility by the end of 12th grade. Students make adequate progress when they are passing a minimum number of courses by the end of the summer of each academic year. To pass a course and earn credit, a student must meet course content proficiency by earning 70% (C-) or higher. While DCP aligns with research that largely supports the idea that retaining students is not an effective strategy for improving academic achievement at any grade level, we know that DCP students have historically benefited from an additional year of high school to earn their high school diploma and meet four-year college eligibility requirements. DCP has also identified the time periods in high school when students have the greatest opportunity to get back on track.

High school students will follow a credit-based guideline for tracking their progress towards on-time graduation. Students who are at or above these credits will be promoted unconditionally to the next grade level. Students who fall below the expected credits may be conditionally promoted with a support plan. Students will monitor their credit status and progress towards meeting their graduation requirements in their College and Career Readiness (advisory) course every grading period with the support of their teacher and/or College Guidance Counselor. Students with an IEP will receive guidance on their promotion status throughout the year and in their annual IEP meeting. The Principal or designee will work with the College Guidance Counselor to identify students who are at risk of falling below credits throughout the academic year and summer. The promotion guidelines are detailed below:

The Promotion and College Graduation Guidelines were last updated in September 2019. The grade-level promotion process has been updated for all classes and the graduation guidelines will take effect with the Class of 2024 who entered as freshmen in the 2020-21 academic year.

DCP Graduation Guidelines - Classes 2022 and 2023

Subject Requirements	Grade 10 (Including 9th grade credits)	Grade 11	Grade 12	Total Grad. Credits
(A) Social Studies/ History	10	10	0	20
(B) English	20	10	10	40
(C) Mathematics	20	10	0	30
(D) Laboratory Science	10	10	0	20
(E) Language Other Than English	0	10	10	20
(F) Visual and Performing Arts	0	0	10	10
(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)	10	0	0	10
Recommended End of Year Credits	70	50	30	150
Minimum Cumulative Credits Required for Promotion	70	120	150	150
Credit Range for Conditional Promotion	30-70	90-120	Appeal to Graduate High School Required if credits are below 200 (CO 2024) or below 150 (CO 2021-23)	
Credit Range for Promotion Appeal	<30	<90		

DCP Graduation Guidelines - Classes of 2024 and Beyond

Subject Requirements	Grade 9	Grade 10	Grade 11	Grade 12	Total Grad. Credits Class of 2024+
(A) Social Studies/ History	0	10	10	5	25
(B) English	10	10	10	10	40

(C) Mathematics	10	10	10	0	30
(D) Laboratory Science	10	10	0	10	30
(E) Language Other Than English	0	0	10	10	20
(F) Visual and Performing Arts	0	0	0	10	10
(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)	0	10	10	15	35
Other Non-A-G courses (PE/Health)	10	0	0	0	10
Recommended End of Year Credits	40	50	50	60	200
Minimum Cumulative Credits Required for Promotion	40	90	140	200	200
Credit Range for Conditional Promotion	10-40	40-90	90-140	Appeal to Graduate High School Required if credits are below 200	
Credit Range for Promotion Appeal	<10	<40	<90		

These promotion guidelines are meant to advise students, families, and staff to ensure that students make progress towards graduation. DCP will individualize the support for each student depending on the sequence of their coursework, UC/CSU validation, and other external or independent work. High school students who fall far below the minimum credits for their grade level and/or do not follow through on promotion agreements will be recommended to complete an additional year or more of high school. To determine if the student needs an additional year, a promotion appeal process is in place prior to the start of the new academic year. The timeline and steps for identifying students and completing the appeals process is outlined below:

Beginning of Semester 2

Students review their first semester grades in their College and Career Readiness (advisory) course to monitor their academic progress.

Middle of Semester 2

The Principal or designee will review a report of students who are not on track to pass their courses and may fall below the required credits for their grade level. Students in this category will receive additional guidance on supports available (i.e., office hours, parent/teacher conference, goal setting, etc.) to get back on track. They will also complete a plan in their College and Career Readiness (advisory) course to stay on track for promotion.

End of Semester 2 and Summer

The Principal or designee will review a report of students who continue to fall below credit requirements. Students and their parent/guardians will be informed of their options for credit recovery in the summer and timeline for reviewing their promotion status for the next academic year.

By End of Summer

The Principal or designee with the feedback of parent/guardians and College Guidance Counselor will determine the outcome of their promotion status by completing an appeal process for students who are below or far-below the recommended credits for their grade-level. The outcomes of the appeal may include:

- **Promotion Granted:** The student has met the minimum credits and/or has enough time in their schedule to meet all graduation requirements by the end of 12th grade.
- **Promotion Conditional:** The student has not earned the minimum credits, but has a viable plan to complete the necessary coursework including outside of school options (i.e., summer school, independent studies, community college, etc.). The Principal or designee will co-create an agreement with the student and parent/guardian outlining a set of agreements necessary to stay on track. The progress on these agreements will be reviewed in the first progress report of the year to reevaluate their promotion status that may require an adjustment of coursework or lead to an additional year of high school.
- **Promotion Denied:** The student does not have enough time in their schedule to complete their remaining course requirements. The student is so far behind that it may be in their best interest to be re-designated in the same grade level and add a year of high school. The staff may also look at school assessments to determine if the student has made progress towards meeting CAASPP standards by 11th grade to ensure that we are looking at multiple measures of academic progress beyond course credits and grades. The Principal or designee will be responsible for reviewing and making this recommendation.

Middle of Semester 1 All agreements for students with conditional or denied promotion status will be reviewed by the Principal or designee to determine if students continue in their grade level. If students do not meet their agreements, their promotion status will be reassessed and a new promotion review process will be issued to determine conditional or denied promotion status. The Principal or designee must report any mid-year promotion changes for approval to a Central Office designee by the deadline provided.

The student's grade level will be taken into consideration when determining whether a student is denied promotion and must repeat the same grade level. DCP recommends 10th grade as the grade level for students to repeat because it provides students with the greatest probability of meeting CAASPP standards and UC/CSU eligibility. Repeating other grade levels is not advised and will be discussed and implemented only if necessary on a case by case basis.

Students with an Individualized Education Program ("IEP") will have their goals evaluated as part of the promotion process outlined above in their annual IEP meeting. A student with an IEP who is not meeting the minimum credit requirements but is meeting or making progress on their IEP goals, will be considered for promotion with feedback from parents/guardians and appropriate staff. The same promotion outcomes may apply to students with an IEP and final recommendations will be made with their parents/guardians, case manager, and Principal or designee. Students with an IEP will receive an additional review from the Principal or designee prior to the start of the new academic year and meet with the student and their family.

Graduation Requirements

DCP's mission works to support all graduates to access and thrive in a four-year university. In order to ensure this happens, DCP's graduation requirements are aligned to the CSU/UC eligibility requirements. DCP has identified additional coursework with the guidance of local and state requirements to ensure students strengthen their foundational skills in civics, STEM, and personal development for college and career success.

In order to be eligible to apply to a CSU or UC a student must take and pass the A-G course requirements. The minimum A-G course requirements of 150 total credits will continue to be required for students graduating in the classes of 2022 and 2023. In addition to the minimum A-G courses, new courses will be added in the DCP graduation requirements in the areas of History/Social Studies, Science, and Electives detailed in the figure below. The new graduation requirements will go into effect beginning with the Class of 2024 who entered high school in 2020-21. DCP students must meet the requirements outlined in the table below and must pass two semesters with a 70% (C-) or better to receive credit to receive one year of credit unless otherwise noted. All courses will be approved by the University of California A-G courses and subject to CSU/UC validation guidelines with the exception of the courses listed under "Other: Non-A-G" requirements". The graduation requirements will be updated to align with any future changes to the CSU or UC eligibility requirements if needed.

Since 2012, an average of over 70% of graduates have been admitted to a 4-year college, with 50% of graduates ultimately enrolling in four-year college and 96% enrolling in two or four-year colleges.

These outcomes are possible due to the support for all students, including students with IEPs, who graduate UC/CSU eligible and/or participate in the appeals process to ensure they have access to a post-secondary plan. Students with IEPs are not exempt from graduation requirements and also participate in the appeals process detailed below to ensure their access to a high school diploma or certificate of completion based on the completion of their IEP goals and coursework. Prior to the appeals process, however, students with IEPs receive additional support through their Case Manager to prepare for the appeals process and support their post-secondary planning. The College Guidance Counselor and Case Manager also meet midyear to review the graduation eligibility of 12th grade students with an IEP to identify additional support needs, including helping students transition their accommodations to a post-secondary institution.

Approved Courses and Required Units for Graduation *One year language other than English or one year visual and performing arts or one year of career technical education.

Community College Dual Enrollment

DCP has partnered with the San Jose Evergreen Valley Community College District to offer eligible juniors and seniors the opportunity to take community college courses at DCP called Dual Enrollment. These courses vary by semester and year depending on the availability of San Jose City College ("SJCC") faculty. To participate in the Dual Enrollment program at DCP, students must be in good academic standing (on track for graduation) and be prepared to enroll as SJCC students. The final grades on these courses are administered through SJCC and become permanent on their record when they transition to college. Students who take and pass community college courses in addition to AP courses at DCP become highly competitive college applicants and get a head start on college by entering with college-level units at most public institutions. Students can also meet with their College Guidance Counselor to take courses outside of school or during the summer. Students taking community college courses outside of DCP must complete a form to add their grades and credits on their DCP transcript.

Additionally, students must complete a 4-year university application in order to qualify for graduation. DCP's College Success Team and senior advisors support all students and families during their application process to ensure that they have all of the information and support they need to apply successfully to a 4-year university.

Graduation Appeals

A-G Subject Area	Sample A-G Approved Courses	Required Courses (Non A-G)	DCP Credits Required beginning in 2024	UC/CSU Minimum Credits Required	UC/CSU Credits Recommended
A	<p>•*5 Credits American Government AP Government and Politics United States</p> <p>*•10 Credits: AP United States History US History</p> <p>*•10 Credits: World History</p>		25 <i>(Econ required under G below)</i>	20	20
B	<p>*•40 Credits: English I English II English III English IV ERWC AP English Language and Composition AP Literature and Composition</p>		40	40	40
C	<p>*•30 Credits: Integrated Math I Integrated Math II Integrated Math III MRWC Pre-Calculus AP Calculus A/B Statistics</p>		30	30	40
D	<p>*•30 Credits: Biology Chemistry Physics</p> <p>To be added as a 3rd course: PLTW Introduction to Engineering Computer Science</p>		30	20	30

E	Language Other Than English	•*20 Credits: Spanish I/II Spanish I/II (Native Speakers) AP Spanish Language and Culture		20	20	30
F	Visual and Performing Arts	•*10 Credits: Media Arts Studio Art Theater		10	10	10
G	College-Preparatory Elective	•*35 Total Credits: •*5 Credits: Economics •*20 Credits: Junior Seminar Senior Seminar •*10 Credits: ASB Leadership Environmental Science Ethnic Studies Or, any of the approved A-G classes once the minimum requirement has been met		35	10	10
O	Other Non-A-G		•*10 Credits: Physical Education / Health Guided Studies Freshman/Sophomore Forum	10	0	0
Total Courses				200	150	180

In order to graduate from DCP, students must pass all required classes and be accepted to a four-year university. Students who don't meet DCP's graduation requirements but feel they have fulfilled DCP's mission may appeal to the Graduation Appeal Committee. Students who are in the truancy process or are not in good standing with attendance or behavior may not be granted an appeal if they have not met the minimum academic requirements. If a student is not accepted to a 4-year university but completed all the A-G requirements and college applications, they will be eligible to earn their high school diploma if they have a postsecondary plan in place by graduation through a streamlined appeals process. More information about the Graduation Appeals process is available from the Principal.

College Admissions

All students will apply to colleges during their senior year. The College Guidance counselors will work with students and their families to help them find universities that are appropriate and meet their needs.

There are many differences between universities – price, size, program, and competitiveness. In California, there are three (3) types of public colleges and numerous private colleges.

Community College

Community colleges are two (2) year schools where you can earn Certification, an Associate's degree, and/or complete coursework to transfer to a four (4) year university. A student cannot earn a four (4) year degree at a community college, but all community colleges have programs designed for students to transfer to a four (4) year university. DCP works with students to identify the most appropriate community college based on their goals and connects them to support programs at each campus if the student's goal is to transfer to a four (4)-year college.

California State University ("CSU")

There are twenty-three (23) CSU campuses throughout the state. Students with a minimum GPA of 2.5 can apply to CSU. CSU offers support services for students such as the Educational Opportunity Program, if they are eligible, that can support students in graduating; these services are specified in the CSU Educational Opportunity Programs Regulations and Guidelines. Size varies from campus to campus. Examples of CSU campuses include: San Jose State, Cal State Monterey Bay, San Francisco State, San Diego State, Cal State East Bay, and Sonoma State.

The CSU university system uses GPA to determine a student's eligibility.

University of California ("UC")

In general, the UC schools are more competitive because they require a minimum of a 3.0 GPA to apply. There are ten (10) campuses throughout the state. The UC campuses tend to be larger schools, with an average of 25,000 students. Examples of UC campuses include: UC Santa Cruz, UC Riverside, UC Merced, UC Berkeley, UC Los Angeles, UC Davis, and UC San Diego.

The UC application requires responses to four (4) short personal insight questions and takes student participation in community service, internships, summer programs, and employment into consideration in addition to a minimum 3.0 GPA. AP/Honors courses and coursework that exceed the minimum requirements for admissions increase student chances of admissions.

Private College

Private colleges range greatly in terms of admission competitiveness, location, size and price. Examples of Private colleges include: Santa Clara University, Stanford, Princeton, Notre Dame de Namur, University of San Francisco, Mount Holyoke, Smith, Occidental, and Loyola Marymount University.

The private college application process is similar to the UC application process, with most schools requiring a range of long and short personal statements, letters of recommendation, and counselor evaluations. Students applying to private schools should focus on taking AP and honors courses, participate in pre-college summer programs, demonstrate academic excellence, and engage in leadership opportunities at school or their communities to increase the competitive nature of their application.

College Financial Aid

Families and students frequently express fears about paying for college. College can be affordable and students may often be able to graduate free of debt depending on the family's income level, student GPA, and type of college they decide to attend.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

Cal Grant Program Notice

DCP is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Students may be eligible for California state aid in the form of a “Cal Grant” depending on their GPA and family income that can help to cover the cost of tuition. All students, regardless of their immigration status, can apply for California state aid. The federal government also provides grants (free money) and low-interest loans for those who qualify. The table below highlights family income ceilings to qualify for one of three grants in California that can make CSU and UC affordable for students. DCP supports students and families through all of the financial aid applications (e.g., Free Application for Federal Student Aid (“FAFSA”), CA DREAM Act Application (CADAA), and CSS Profile and meets with every student’s family to review their college costs once students are admitted.

Undocumented students are only eligible for state aid, including Cal Grant awards, by completing and submitting the CA DREAM Application. In addition to the DCP Scholarship, DCP provides information around scholarship opportunities and makes scholarship recommendations for students. Students can apply to scholarships as early as middle school and the majority of scholarships are offered in 12th grade.

2023 24 CAL GRANT PROGRAM INCOME CEILINGS		
	Cal Grant A and C	Cal Grant B
Dependent students and Independent students with dependents other than a spouse		
<u>Family size:</u>		
Six or more	\$145,200	\$79,700
Five	\$134,600	\$73,900
Four	\$125,600	\$66,000
Three	\$115,600	\$59,400
Two	\$112,900	\$52,700
Independent students		
Single, no dependents	\$46,000	\$46,000
Married, no other dependents	\$52,700	\$52,700

2023 24 CAL GRANT PROGRAM ASSET CEILINGS	
Dependent students ¹	\$97,200
Independent students	\$46,200

¹ This ceiling also applies to independent students with dependents other than a spouse.

Information about Completion of Applications for Financial Aid

Commencing with the 2022-23 school year, all families must submit either the Free Application for Federal Student Aid (“FAFSA”) or California Dream Act Application, or complete an opt-out form, when the student is in grade 12. The Charter School shall ensure that each student, at least once before the student enters grade 12, receives information on how to properly complete and submit either the1) Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act application as appropriate.. The Charter School will provide a paper copy of the FAFSA or the California Dream Act application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

The information needed to complete a financial aid application, shall include, but not necessarily be limited to, the following materials:

1. The types of documentation and personal information that each student's financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, documentation status, and personal identification such as social security or taxpayer identification numbers;
2. An explanation of definitions used for each application, such as "legal guardianship," "household size," "parent," "dependent," and taxable college grants and scholarships";
3. Eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application;
4. Application timelines and submission deadlines; and
5. The importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis.

Any information shared by families for the purpose of completing the FAFSA or California Dream Act application, including, but not limited to, place of birth or immigration status, will be treated as a confidential student record to protect all student and parent data to the fullest extent possible.

Work Permits

Students who are over the age of twelve (12) years and under the age of eighteen (18) years are required to apply for a work permit in order to work. DCP shall comply with all applicable laws and regulations to timely review and approve work permit requests. Inquiries and requests regarding work permits may be directed to the Principal and/or designee. Work permits shall be reviewed by the DCP Chief Executive Officer and/or designee in accordance with all applicable requirements.

Requirements:

- Student cannot be under a behavior contract
- Must be in good academic standing (Passing all classes with a C- or better, No F's, above a 2.0)
- Cannot be in the truancy process or chronically absent
- DCP has the right to revoke work permit if requirements are not met or is impairing the health or education of the student

SECTION 504 POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION, AND EDUCATION

Adopted/Ratified: [3/22/2022]

Revision Date: [

A. SECTION 504 POLICY

The Board of Directors of Across the Bridge Foundation dba Downtown College Preparatory Charter School (“DCP” or the “Charter School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education (“FAPE”) and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a FAPE

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and support options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If DCP does not assess a student after a parent has requested an assessment, DCP shall provide notice of the parent’s/guardian’s procedural safeguards. DCP shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. DCP shall periodically review the student’s progress and placement.

DCP does not discriminate on the basis of disability or any other characteristic protected under law. DCP will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by DCP.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;

- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.

3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **FAPE**– the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Director of Student Services shall serve as the Charter Organization’s Section 504 coordinator at the Central Office. Each DCP site will designate a 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator from the Director of Student Services [Contact information can be found on our website at dcp.org].
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. DCP will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another DCP employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. 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 intelligence quotient; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. DCP shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, DCP shall schedule a 504 Team meeting to review the existing 504 Plan. DCP shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to DCP policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Director of Student Services

Downtown College Preparatory Charter School

1400 Parkmoor Ave. #206

San Jose, CA 95126

ebrown@dcp.org

408-271-8120 ext: 107

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director of Student Services shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with DCP or the Charter School's SELPA or County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. These ten (10) days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. DCP shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

DCP shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including 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. DCP will follow Section 504 and all applicable federal and state laws 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. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

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

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

If DCP, the parent, and relevant members of the 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 DC, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that DCP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and DCP agree to a change of placement as part of the modification of the BIP.

If DCP, the parent, and relevant members of the 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 504 Plan, then DCP 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if 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, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or DCP the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and DCP agree otherwise.

4. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated DCP's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if DCP had knowledge that the student had a disability before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to DCP supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other DCP personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Student Services or to other DCP supervisory personnel.

If DCP knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

DCP 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.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Principal for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from DCP for exercising any of these rights.

Please contact Director of Student Services, 504 Coordinator, c/o Downtown College Preparatory Charter School, 1400 Parkmoor Ave. #206, San Jose, CA 95126 with any questions regarding the information contained herein.

Special Education Policy

Adopted/Ratified: [6/21/2022]

The Board of Directors of the Downtown College Prep (“DCP” or the “Charter School”) recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education (“FAPE”) in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code section 56195.8.

Identification, Referral, and Evaluation for Special Education

DCP shall follow applicable state and federal law and regulations and Special Education Local Plan Area (“SELPA”) policy with respect to the identification, referral, and assessments of students for special education and related services.

Individualized Education Program (“IEP”) Team Meetings

DCP shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

DCP shall also review the student’s placement according to their current IEP. If a student’s general or special education teacher request a review of student’s assigned class, Charter School ensure this review is conducted. A mandatory IEP meeting shall be convened if the review indicates a change to the student’s placement, instruction, related services, or any combination thereof may be required. The student’s case manager shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see the school site Education Specialist or Principal for a copy of your procedural safeguards.

Nonpublic, Nonsectarian Services

DCP may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at DCP is not available in accordance with Education Code section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools (“NPSs”) or agencies (“NPAs”), DCP shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student’s IEP.

In accordance with Education Code section 56366.1, when entering into a Contract with an NPS where DCP has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. DCP shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between DCP and the NPS;
- A review of progress the student is making toward the student's IEP goals;
- A review of progress the student is making toward the goals set forth in the student's behavior intervention plan;
- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by DCP.

n accordance with Education Code section 56366.4(d), the Charter School shall, within fourteen (14) days of becoming aware of any change to the certification status of an NPS or NPA as a state-certified school or agency, shall inform parent/guardians of pupils who attend the NPS or receive services from the NPA, of the change in certification status. The notice to parents shall be sent via email or regular mail.

DCP shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

DCP shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team

Providing information and assistance to students with disabilities and their parents/guardians.

2. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members.
3. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.
4. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team.
5. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life.
6. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

DCP's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization.
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Director of Special Education shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy. No resource specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, section 3100 pursuant to the terms of the Collective Bargaining Agreement..

Transportation

DCP shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

When transportation services are required, the Director of Special Education or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Director of Special Education or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to persons with disabilities may be transported in a school bus when accompanied by students with disabilities, teachers with disabilities, or persons training the dogs.

DCP shall ensure that all school buses, school student activity buses, youth buses and childcare motor vehicles, or contracted transportation services, whenever they may be used, are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. § 571.222). DCP shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Independent Educational Evaluations

A. IEE at Parent Expense

DCP acknowledges that a parent/guardian has the right to obtain an independent educational evaluation(s) ("IEE") at their own expense at any time. In these circumstances, the Director of Special Education or designee(s) shall ensure that the student's IEP team shall consider the results of the IEE when determining an offer of a FAPE for the student. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Director of Special Education or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

1. The parent disagreed with the Charter School's evaluation and the Charter School received a request within a reasonable time after receipt of the results of the evaluation.
2. The parent timely and upon request provided Charter School with written consent to exchange information with the examiner.
3. The private evaluation meets all criteria contained in this Policy.
4. The parent timely provided a copy of the written evaluation report and all other documents\tests related to the report.
5. The examiner attends the relevant IEP team meeting by phone or in person to discuss their findings and provides protocols of all assessments to Charter School.

The reimbursement will be in an amount no greater than the actual cost to the parents. Parents may only be reimbursed for one (1) IEE for each assessment area or discipline with which they disagree.

In all cases, if Charter School initiates a due process hearing to show that Charter School's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

B. IEE at Public Expense

DCP recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by DCP within the last two (2) years. Parents may only receive one (1) IEE for each assessment area or discipline with which they disagree.

The Director of Special Education or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, DCP shall provide the parent/guardian with a copy of their Procedural Safeguards *and*, without unnecessary delay, either:

1. Initiate a due process hearing to show that the evaluation, completed by the Charter School, is appropriate; or
2. Provide the parent/guardian with information about where an IEE may be obtained, the Charter School's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the Charter School grant the parent's request for an IEE, the Director of Special Education or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation.
2. Charter School does not impose conditions or timelines related to obtaining an IEE at public expense.
1. All assessments shall be completed by persons competent to perform the assessment as determined by DCP. Parent has the right to choose the examiner.
2. If the original evaluation completed by DCP included in-class observation of the student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting.
3. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by DCP.
3. The evaluator must prepare and sign a full evaluation report containing:
 - a. A list of all information/data reviewed.

- b. A clear explanation of the testing and assessment results. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and sub-test scores reported in standard, scaled or T-score format.
- c. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
- d. Recommendations for IEP team consideration for educational programming and, if appropriate, placement that is educationally relevant and realistic within a public educational setting.

The cost determination for an IEE shall be comparable to the costs incurred by DCParter School when it uses its own employees or contractors to complete an assessment, whenever possible and shall reflect reasonable and customary rates for such services in the area. As a result, the Director of Special Education or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated (*once every three (3) years*) and determined by averaging the cost of the following three factors:

1. The cost of an assessment provided by a Charter School employee.
2. The cost of an assessment provided by a neighboring local educational agency.
3. The cost of an assessment provided by a private service provider, with appropriate qualification, within 40 miles from the Charter School.

The Director of Special Education or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's education need(s), justify a financial waiver of any for the cost as defined by Charter School.

The Director of Special Education or designee(s) shall ensure a parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, Charter School recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy
2. An increase in premiums or the discontinuance of the policy

An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

GENDER IDENTITY INCLUSIVENESS AND NONDISCRIMINATION POLICY

Adopted/Ratified: [6/21/2022]

Revision Date:

The Board of Directors of Downtown College Preparatory Academy (“DCP”) is committed to fostering an environment of inclusiveness, supporting students’ preferred form of self-identification, and ensuring that every student shall have equal access to educational programs and activities.

The purpose of this policy is to delineate state and federal law as well as DCP’s practices relating to recognition and protection of each student’s gender identity. This is consistent with DCP’s goals of reducing stigmatization and ensuring equal access for students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to gender identity and expression and students. While the needs of each student are unique, in all cases, the goal is to ensure the opportunity of all students to thrive and retain equal access school programs and activities in accordance with their gender identity without fear of harassment, discrimination, intimidation, bullying, or stigmatization.

This Policy shall apply to all DCP programs and activities, including those that occur during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Definitions

(Intended as functional descriptors, not to label):

- “*Gender*”: A person’s actual or perceived sex, and includes a person’s gender identity and gender expression.
- “*Gender Expression*”: A person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one’s gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body
- “*Gender Identity*”: A person’s gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth.
- “*Gender Nonconformity*”: refers to one’s gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes “typically” associated with one’s legal sex assigned at birth, such as “feminine” boys, “masculine” girls and those who are perceived as androgynous. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.
- “*Transgender*”: describes people whose gender identity or gender expression is different from that traditional associated with their assigned sex at birth. “Transgender boy” and “transgender male” refer to an individual assigned the female sex at birth who has a male gender identity. “Transgender girl” and “transgender female” refer to an individual assigned the male sex at birth who has a female gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one’s recognition as transgender.

Guiding Principles and Requirements

DCP shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected.

DCP shall:

1. Respect all students’ gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a

compelling pedagogical (instructional) tool.

3. Permit all students to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity including, but not limited to, intramural and interscholastic athletics.
4. Provide all students access to facilities that best align with students' gender identity.

Privacy and Confidentiality

All persons, including students, have a right to privacy. This includes student's right to keep their actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis.

Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

In situations where students have not publicly disclosed their gender identity; school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder, school personnel should **use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.**

There will be instances when school personnel may find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression). In such cases, school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

Preferred Names and Pronouns

Charter School recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the school to establish mechanisms to acknowledge and support students' self-identification."

Charter School shall accept and respect a student's assertion of their gender identity where the student expresses that identity at school or where there is other evidence that this is a sincerely held part of the student's core identity.

Charter School shall not require a student to provide any particular type of diagnosis, proof of medical treatment, or meet an age requirement as a condition to receiving the protections afforded under California's antidiscrimination statutes. Similarly, there is no threshold step for social transition that any student must meet in order to have his or her gender identity recognized and respected by a school.

Charter School supports student self-identification by honoring the name and pronouns that students wish to go by, in accordance with the following:

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.
2. Students may request a meeting with a school counselor to discuss a support plan/Student Safety Plan. The counselor will work with school administration and staff to ensure the desired name and pronouns are used.
3. Charter School shall modify its student information system to prevent disclosure of confidential information and ensure, to the best of our abilities, that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.
4. All members of the school community must use a student's chosen name and pronouns. The school shall implement

safeguards to reduce the possibility of inadvertent slips or mistakes, particularly among temporary personnel such as substitute teachers. Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of this Policy and may constitute discrimination under State law.

5. There may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.
6. If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians.
7. If a member of the school community, including staff and students, intentionally uses a student's incorrect name and pronoun, persistently refuses to respect a student's chosen name and pronouns, or targets a student based on that student's chosen name and pronouns, that conduct should be treated as harassment, discrimination, and/or bullying and investigation in accordance with the school's *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy*.

Equal Access to School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any DCP program or activity. These activities and programs may include, but are not limited to cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.

Participation in sex-segregated school programs and activities, including competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity. Students who identify as nonbinary should be granted the opportunity to participate in sex-segregated programs and activities that they find best align with their gender identity.

Student Records

Charter School shall use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so.

- *Official Records*

DCP shall change a student's name and gender on official records only upon receipt of documentation that such change has been made pursuant to a court order. All education records are still required to use a student's legal name. For example, birth certificates, passports, standardized testing documentation, transcripts, financial aid documents, immunization and other health records, etc.

- *Unofficial Records*

DCP may change a student's name, gender, or pronoun designation on unofficial student records in the absence of a court order indicating legal name change.

Unofficial student records include school-issued identification cards, athletic rosters, certificates, playbills, diplomas, attendance lists, etc.

DCP may include an "also known as" or a "prefers to be called" field in its electronic data system and list the preferred name/gender identity/pronoun of the student alongside the legal name/assigned sex. This way the preferred name may be cross-referenced with the legal name and administrators will know to use the preferred name when addressing the student.

Nothing in this section changes the obligation of Charter School personnel to **address** the student with the name and pronouns consistent with the student's gender identity. Thus, while a student's records may still indicate the name/sex assigned at birth, upon request of the student, the student should be referred to day-to-day by the name and pronouns that correspond to their gender identity.

Restroom Accessibility

Charter School maintains separate restroom facilities for male and female students. Students shall have access to restrooms that corresponds to their gender identity. Students who identify as nonbinary shall be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

Locker Room and Changing-Area Accessibility

Charter School maintains separate locker room facilities and changing areas for male and female students. Students shall have access to the locker room and changing areas facility that corresponds to their gender identity, with the goals to provide equal opportunity to participate in physical education classes, competitive athletics, and extracurricular activities (such drama/theater). Students who identify as nonbinary should be granted access to the locker rooms/changing facilities with which they find best aligns with their gender identity, including access to reasonable accommodations as indicated below.

If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:

- a) Changing areas in near proximity to the coaches'/staff person's office or a supportive peer group.
- b) Use of a private area within the public area of the locker room facility or changing area (e.g., nearby restroom stall with a door or an area separated by a curtain).
- c) Use of a nearby private area (e.g., nearby restroom or a health office restroom).
- d) A separate changing schedule.

Any alternative arrangement should be provided in a way that protects the student's privacy and confidentiality.

Student Support/Safety Plan

Charter School shall, wherever possible, meet with a gender-nonconforming student, relevant school personnel, and parents, to discuss and draft a Student Support/Safety Plan. The purpose of the plan shall be to memorialize any specific wishes/needs of the student regarding navigating their gender-confirming status during the regular school-day, and discuss general welfare and safety issues. The plan may include but is not limited to the following, and shall be tailored to the needs of the individual student:

1. Preferred Name/Pronouns
2. The names and contact information of "safe" adults with whom the student can share any concerns, including instances of bullying, discrimination, intimidation, or harassment
3. Assurances that all staff would receive training and instruction regarding Title IX, and that teachers shall teach about anti-bullying and harassment
4. Assurances that the physical education ("PE") teacher or athletics coach would be the first to enter and last to leave the locker room
5. Assurances that student's assigned locker would be in direct sight of the PE teacher/athletics coach's office
6. Assurance regarding access to the student restroom facilities and locker rooms that correspond to the student's gender identity or biological sex.
7. Accommodations for student's use of an alternate restroom (i.e. in the health office or elsewhere) if the student is uncomfortable using student restrooms
8. Accommodations for the student's use of a private changing area if the student is uncomfortable changing in a locker

- room with other peers.
9. Any other accommodation appropriate for the student

Dress Code

All DCP students have the right to dress in accordance with their gender identity within the parameters of the dress code as it relates to the school uniform or safety issues. A copy of the DCP Dress Code is available for review at the main office.

General-Segregated Activities

In rare situations permitted by law, students may be segregated by gender, such as for health education classes. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their consistently asserted gender identity.

Harassment, Bullying, and Student Safety

DCP shall ensure that all staff who regularly interact with students receive professional development and training opportunities as required and recommended by the California Department of Education ("CDE") and Charter School Title IX, *Harassment, Discrimination, Intimidation, and Bullying Policy*.

Charter School shall also inform staff about the groups of students determined by DCP and available research, to be at elevated risk for bullying. These groups include but are not limited to: Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ.

School staff shall take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX Coordinator in cases where they may be a target or witness. School staff and families shall work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression, in accordance with the school's *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy*. A copy of that policy is available for review in the main office.

Charter School personnel shall immediately intervene, when it is safe to do so, whenever they witness acts of discrimination, harassment, bullying or intimidation on the basis of a student's gender identity or expression. Charter School may provide interim safety and emotional support measures as needed. Interim safety measures may include increased monitoring of the parties to a harassment, discrimination, intimidation, or bullying complaint, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, provision of safety plans, training and educational materials to address gender-inclusiveness, and provision of support resources (e.g., academic support, counseling, health and mental health services).

Student Freedom of Speech and Expression Policy

Adopted/Ratified: [11/18/2021]

Revision Date:

The Board of Directors of Across the Bridge Foundation dba Downtown College Preparatory Charter School (“DCP” or the “Charter School”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. “*Obscenity*”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. “*Defamation*”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. “*Discriminatory Material*”: material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. “*Harassment (including sexual harassment), Intimidation and/or Bullying*”: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. “*Fighting Words*”: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. “*Vulgarity and/or Profanity*”: the continual use of curse words by a student, even after warning.
7. “*Violating Privacy*”: publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Principal, designee, or designated Central Office representative at least one (1) school day prior to distribution. The Charter School Principal, designee or Central Office representative shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Principal or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Charter School Principal). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Charter School Principal, designee or Central Office representative).

The Charter School Principal, designee or Central Office representative shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.⁵ The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

⁵ "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. DCP officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Principal.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and DCP administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and

3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Principal or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression may result in discipline if the expression involves, but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities;
- d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Charter School Principal shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the DCP Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the DCP campus.
3. No DCP employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. DCP shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Principal; or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with DCP through following the Charter School's General Complaint Policies and Procedures.

Adopted/Ratified: [INSERT]

Revision Date: [INSERT]

California law requires that students attend school full time. Furthermore, it is extremely important for all students to attend school daily in order to gain the maximum benefit from their education and to demonstrate a dedication to being on track for college. Regular and punctual school attendance is expected and enforced.

Parents/Guardians are expected to ensure that students arrive on time to class every day. However, students are ultimately responsible for their attendance. Students who arrive to class on time consistently show that they care about their education and take it seriously. Parents/guardians are expected to try to schedule doctor, dentist, or other required appointments on holidays or outside of school hours whenever possible. If this cannot be avoided, then please have your child attend at least part of the day. It's better to attend at least some classes than to miss an entire day.

Definitions

- *“Tardy”*: A student who is not in his/her seat in the assigned classroom when the period begins is considered tardy.
- *“Unexcused Absence”*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *“Truant”*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the principal or designee.
- *“Habitual Truant”*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *“Chronic Truant”*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- Chronically Absent: A student shall be classified as a chronically absent if the student is absent from school with or without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
 - Student Attendance Review Team (SART): The Student Attendance Review Team is composed of the Dean of Students or Assistant Principal, the School Operations Manager or Site Office Manager and other personnel that can support positive attendance. A student is referred to the SART when they demonstrate a pattern of non school attendance. The SART works to problem solve with the parent/guardian and student
 - “School Attendance Review Board (“SARB”)”: The Student Attendance Review Board (“SARB”) is composed of the Principal or designee and other personnel that can support positive attendance. DCP convenes this board when a student accumulates six (6) unexcused absences or tardies of 30 minutes or more. SARB is convened for the purpose of helping truant or noncompliant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. This board may, among other things, recommend terms of student attendance or probation, or . Failure to abide by the terms of the SARB contract may result in involuntary removal from the school. The student's attendance at the SARB is mandatory and at least one parent or guardian must be present.
1. The SARB panel shall direct the parent/guardian that no further unexcused absences or tardies will be accepted..
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SARB panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. After school detention program
 - c. Required school counseling
 - d. Loss of field trip privileges
 - e. Loss of school event privileges
 - f. Required remediation plan as set by the SARB
 - g. Notification to the County District Attorney
 3. Notice of action recommended by the SARB will be provided in writing to the parent/guardian.

Absences

When a student is absent, parents/guardians must call the school by 9 a.m. each day of a student's absence. If an absence is not verified by a parent within 48 hours, the absence will be considered an unexcused absence, documentation or excuse will no longer be accepted, and a truancy report may be generated for the student.

Excused and Unexcused Absences and Tardies

All absences must be verified by a parent or guardian or the absence is considered unexcused. According to California state law and DCP school policy the list below outlines excused and unexcused absences:

Excused Absences and Tardies

- Personal Illness, including an absence for the benefit of the pupil's mental or behavioral health A doctor's note is required for an absence of 3 days or more
- Quarantine under the direction of a county or city health officer.
- Medical, dental, optometric, and/or chiropractic appointments
 - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attending the funeral service of an immediate family member. One day for services conducted within the state, and up to three days if the service is conducted out-of-state. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- To participate in a religious celebration, holiday, or ceremony. The student shall be excused for this purpose on no more than four (4) school days per month.
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician
- Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
- To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.

- Attendance at the student’s naturalization ceremony to become a United States citizen.
- Authorized at the discretion of the Executive Director or designee, based on the facts of the student’s circumstances, are deemed to constitute a valid excuse.

- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student’s parent or guardian provides a written note to the school authorities explaining the reason for the student’s absence.

- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student’s parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - Appearance in court.
 - Observance of a holiday or ceremony of the pupil’s religion.
 - Attendance at religious retreats.
 - Attendance at an employment conference.
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory

completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Unexcused Absences and Tardies

- Missing or being tardy to class or school for a reason not listed as an excused absence or tardy (see above)
- Any absence or tardy which has not been verified by the parent/guardian or approved by administrator
- Not being in an assigned classroom at the start of the class period
- Leaving class without permission or leaving with permission but not returning within acceptable time

Cutting Class or School

Cutting class is defined as one or more of the following:

- Missing any portion of the school day in which neither parents nor the school have given permission for the student to miss school
- Leaving campus without permission at any time of the school day
- Any absence due to cutting is automatically unexcused

A student who cuts school may receive a truancy report in addition to the consequences such as mandatory restitution time, Saturday School, or Community Service.

Making up School Work

Students who are absent or tardy for any reason are responsible for making up any missing classwork and homework. Students are responsible for knowing and understanding the late-work policy for each class and speaking with the teacher.

Excessive Absences

Excessive absences are extremely harmful to a student's academic progress. Students that are absent too frequently will not remain on track for college. Furthermore, excessive absences and/or tardies may be cause for a senior to have to appeal to graduate.

The following guidelines outline the process for students who have excessive unexcused and/or excused absences:

Tardy Policy

A student who is not in their seat in the assigned classroom when the period begins is considered tardy. Being habitually tardy can harm a student's ability to reach the student's full academic potential. It is unacceptable for a college prep student to be consistently late to class. Students will face both academic and disciplinary consequences as a result of tardies.

Students are expected to be in their seats and ready to begin working as soon as the bell rings. If students are not in their seats, ready to be working when the bell rings, they will be marked tardy. Students with excessive tardies may also receive a referral and be entered in the truancy process. If the problem persists, the student may be placed on a behavior agreement. Seniors with excessive tardies may lose senior privileges.

Truancy Process

3rd Unexcused full day absence, or single period absence or tardy of more than 30 minutes	<ul style="list-style-type: none"> ▪ Student and family notification via letter and phone call home ▪ Student declared legally truant.
4th Unexcused full day absence, or single period absence or tardy of more than 30 minutes	<ul style="list-style-type: none"> ▪ Student and family notification via letter and phone call home ▪ Meeting with an administrator ▪
5th Unexcused full day absence, or single period absence or tardy of more than 30 minutes	<ul style="list-style-type: none"> ▪ Student and family notification via letter and phone call home ▪ Meeting with an administrator ▪ Student declared a habitual truant
6th Unexcused full day absence, or single period absence or tardy of more than 30 minutes	<ul style="list-style-type: none"> ▪ Student and family notification via letter and phone call home ▪ Invitation to SARB Meeting ▪ Initiation of process that may result in DCP Attendance Review Board (SARB) and / or District Attorney Truancy Abatement Program ▪ SARB Contract signed

- If the conditions of the SARB contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.

- 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 a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Additional Possible Consequences of Truancy

- Students may be required to attend weekend makeup classes.
- may be issued a written warning by an officer of the peace, which will be kept on file for up to two (2) years, and may be forwarded on to any school receiving the student's records.
- Maybe required to attend a Student Attendance Review Board or District Attorney's Truancy Mediation Program
- May be required to perform up to 40 hours of court-approved community service.
- May be required to pay a fine (up to \$50) for which the parent may also be responsible
- May be required to attend a court-approved truancy prevention program.
- May experience the suspension or revocation of driving privileges for one year.

Parent

- May be sentenced to a court-mandated parent education and counseling program.
- May be subject to a fine up to \$2,000 and/or imprisonment in county jail up to one year, if the parent has failed to reasonably supervise and encourage the student's school attendance.

Enrollment during First Week of School

Families and students will be notified prior to the end of the academic year of the first day of school for the following year. This information will also be posted on our website and at our front office.

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

Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

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

Families would have the option to re-apply for admission to DCP, but would be entered at the end of any waiting list.

Please note that family vacations and travel, including travel delays, will not be considered valid reasons for missing the start of school. Absences for those reasons will be unexcused and will initiate the truancy process. DCP publishes the school calendars well in advance specifically to allow families to plan accordingly.

Voluntary Withdrawal

If you choose to withdraw your child from DCP for any reason, please come to the office in person and complete withdrawal paperwork. This allows us to ensure that your child's next school receives records on time. It also allows us to contact families on our waiting list so that they may enroll their child at DCP.

Involuntary Removal Process

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

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

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

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

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

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

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

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 Charter 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 student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

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

Reports

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

Independent Study

Short Term Independent Study

Short Term Independent study may be granted on a case-by-case basis for extenuating circumstances when a student is unable to attend the regular school program.

Short Term Independent study will not be granted for vacation or leisure travel.

The maximum amount of time a student may be on Short Term Independent Study is 20 days.

Whenever possible, Short Term Independent Study must be requested **in writing on a Short Term Independent Study Request Form at least ten (10) school days** prior to the first day of student absence. Parent(s)/Guardian(s) must use the following process:

- Submit Short Term Independent Study Request form to main office (ten (10) days of notice)
- Principal reviews request and responds within two (2) school days
- If approved, the Short Term Independent Study Agreement will be generated within five (5) days
- Whenever possible, Parent and Supervising Teacher will meet at least three (3) days prior to first day of Short Term Independent Studies to sign and review Short Term Independent Study Agreement
- The Supervising Teacher will ensure that all board approved policies regarding Short Term Independent Study are followed and that all required documentation for Short Term Independent Study is properly maintained

Please note that the work specified in the Short Term Independent Study Agreement must be completed and turned in on time. If the agreement is not followed, then the student could face a severe negative impact to their grades. In addition, not following a Short Term Independent Study Agreement could potentially trigger a truancy process, as the missed days of school would then be considered unexcused absences.

Student Behavior

DCP is committed to nurturing school culture and traditions that builds community and a common sense of purpose. DCP staff and students exemplify our values of Desire, Community, and Pride. DCP implements a restorative approach to student behavior focusing on community building, mutual support, and accountability. When students behave outside of the expected norms and commitments and cause harm to the community, students are asked to reflect on their behavior and harm done, repair the harm, and develop skills to make better choices in the future. DCP staff commit to teaching expected behavior and supporting students in developing skills which will support self-awareness, social awareness, and student voice.

Restorative Practices

Restorative Practices as used at DCP, originates from the Indigenous traditions of the Native American and Maori communities. A restorative practices approach is grounded in the belief that students learn best when there are predictable routines and expectations and people are treated respectfully and kindly. Restorative practices provide structures, routines, and processes that schools can use to respond to student behavior, repair harm and restore relationships. Restorative practices reduce time away from instruction by using alternative methods to suspension and expulsion. Restorative practices does not mean there are no consequences. Rather, consequences are based on the relationship between students and staff and the DCP community, not an externally imposed formula. Consequences are individualized and designed to repair harm, restore community and teach skills students may need.

DCP expectations of behavior extend to all times students are on school grounds; while going to or coming from school; during the brunch/lunch periods (whether on or off the campus); and during, or while going to or coming from, a school sponsored activity. Students are expected to follow the norms of DCP whether they are interacting in person, through technology or over social media.

Progression of Response to Behavior which is Outside the Expectations of DCP

When students do engage in behavior which impacts the community in a negative way, our first step is to help the student to make amends, repair harm and to make it right. By correcting the wrong, the student will reinvest in the community, take responsibility for their behavior, and develop their skills in problem solving and community building.

Progression of Disciplinary Procedures

Staff at DCP will use the following measures to ensure students exhibit college ready behaviors, build a positive school culture and exhibit Desire, Community, and Pride.

1. Teachers will handle minor misbehavior in the classroom through redirects and review of the classroom agreements. (see below for teacher handled behavior).
2. Admins will track student behavior in our school database so that we can recognize patterns of behavior and intervene at the school-wide, classroom-wide and student level to teach needed skills.
3. Teachers will refer students with repeated behavior challenges to the Intervention team for problem solving.
4. Teachers will conference with a combination of parents/guardians, advisors, case managers, teachers, administrators,
5. Teachers and admin will support students in participating in a “Restorative Conference” and/or “Restorative Circle”
6. Teachers will refer students with major misbehavior to the administration. (See below)
7. All staff will teach students the skills they need to learn to be full participants in the DCP community.
8. Administrators will use the following alternatives to suspension:
 - a. an appropriate assignment such as a letter of apology, read and write on a topic, identify their feelings and alternative skills they might use.
 - b. Student is assigned to a skill building group.
 - c. Student is offered counseling.
 - d. Family conference is arranged.
 - e. Community service appropriate to the misbehavior is assigned to encourage skill development, sense of responsibility, restoration to the community.
 - f. [A behavior agreement](#) may be developed to support the student in the development of needed skills and to clarify expectations.

Suspension and Expulsion

When we may suspend in accordance with the DCP suspension and expulsion policy. Please see the policy linked at the end of this Handbook.

Gang Related Behavior

- The safety of our students is absolutely the highest priority
- We will not allow gangs on DCP campuses
- With the right support, students can turn away from gangs and choose a better path for themselves

We believe that the best way to address gang related behavior is to work with families. DCP seeks to help students turn away from gangs. Staff members are trained on how to observe for signs that students are interested or affiliated with gangs. If staff members observe any such behavior, families will be contacted and the issue at hand will be addressed immediately. For example, students who come to school wearing red or blue will be asked to change their clothes. If wearing such clothing becomes a recurring problem, students may face more serious consequences.

Behavior Agreement

Students may be placed on a behavior agreement to help them correct their behavior.

A Behavior Agreement identifies the specific problem behavior(s) that a student needs to improve and the desired behaviors. The behavior agreement clearly states the support DCP will give to the student to help them learn the skills necessary to change their behavior. The behavior agreement is signed by a family member or guardian, the student, and a teacher or administrator.

Behavior Directive

A behavior directive is generally developed after a student commits a serious offense or when there is a concern related to student and school safety. The agreement specifies what the student must do in order to remain in good standing at DCP. The agreement will usually identify the problem behavior(s), the desired behavior(s), and also specify what restitution (such as community service) the student needs to complete. Failure to adhere to the terms of the agreement may result in further disciplinary consequences.

The length of the agreement will be determined by the Principal.

Lost or Damaged School Property

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

Campus Searches and Seizure

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

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

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost

or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

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

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the school Principal.

Dress Code Policy

Our dress code is intended to help create a safe, productive learning environment that focuses on preparing students for college. Just as doctors, nurses, lawyers, and teachers all dress appropriately for their professions, we expect students to dress appropriately for a rigorous learning environment. Student attire and grooming must permit the student to participate in learning without posing risk to the health or safety of any students or school staff.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, or shorts) and shoes. Clothing must fit appropriately.
- Outside sports apparel and hats that are not directly related to the current school of attendance are prohibited.
- Clothing must be suitable for all scheduled classroom activities including physical education, science experiments/lab, field trips and other activities when unique hazard or specialized attire or safety gear is required. Bare feet are not permitted at any time.

Middle School Dress Code

Shoes

- Closed toe and closed heel
- No sandals or slippers
- No predominantly red or blue shoes
- No high heels

Pants, Shorts, Skirts

- All pants, shorts and skirts must be khaki, gray or black. No blue jeans
- No cut-offs or ripped pants; skirts, shorts must be hemmed
- No leggings, sweats, or exercise pants or shorts

Shirts

- DCP Polo or collar or solid shirt must be black, gray, orange, purple or white (DCP colors only)
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

Sweatshirts, Jackets, Backpacks

- DCP does not require students to wear sweaters and jackets but if worn we prefer a DCP logo in black, gray, orange, purple or white (DCP colors only)
- All non-approved jackets, sweaters, hoodies, or outerwear must be removed on campus
- Backpacks cannot be solid blue or red.
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

Physical Education

- DCP PE T-Shirt or plain shirt in purple
- DCP PE shorts or plain, black bottoms
- Students must have shoes that allow them to participate fully in all physical education activities

Accessories

- No spikes or anything that may be harmful to others
- No hats, caps or other head coverings may be worn on campus except for religious reasons
- No display of obscene words, pictures, slurs, or references to drugs/alcohol/tobacco
- No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
-

No solid red or blue item of clothing, accessories or other accessories that is for the purpose of claiming gang interest/affiliation

High School Dress Code

Shoes

- Closed toe and closed heel
- No sandals or slippers
- No predominantly red or blue anywhere on the shoes
- No high heels

Pants, Shorts, Skirts

- **Students must wear pants, shorts, or skirts.** Non ripped jeans are acceptable.
- No cut-offs or ripped pants; skirts, shorts must be hemmed
- No exercise pants or exercise shorts

Shirts

- Shirts must be proper fitting
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

Backpacks

- Backpacks cannot be solid blue or red.
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

Physical Education

- Shirts must fit appropriately
- DCP PE shorts or plain, black shorts
- Solid black or gray bottoms.
- Students must have shoes that allow them to participate fully in all physical education activities

Accessories

- No spiked belts, chains, earrings, necklaces, or other accessories
- No sports logo hats
- No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

No solid red or blue item of clothing, accessories or other objects.

College Gear Day

College Gear Day happens at every campus. This is a day when DCP Staff wears college gear and share stories with students about their own college paths. Students are welcome to participate in College Gear Day. Students participating in College Gear day may wear jeans and college gear.

Spirit Days

The Student Council will develop a list of spirit days.

Professional Dress

Students will periodically make presentations to their peers or people outside of the DCP community. On these occasions, we encourage students to dress in a more formal manner (professional clothing) that shows how seriously we take our learning. Students will be provided with guidelines on how to dress professionally.

Student Personal Items Policies

School Materials & Personal Items

We expect DCP students to come to school prepared to learn every day. This includes having all the necessary learning materials. We also recognize that students will bring personal items to school. Students bring personal items at their own risk. The School does not take responsibility for the loss or theft of personal items. Personal items that interfere with student learning or present a safety risk are subject to confiscation.

The lists below include some guidelines as to appropriate materials and personal items:

School Materials

- No pictures, writing, or images that promote drugs, alcohol, violence, or any illegal activity.
- No obscene words or images
- No images or words that denigrate or defame a racial, ethnic, or minority group
- No gang-related symbols, colors, or images

Personal Items

- No laser pointers.
- No cell phones, mp3/music players turned on or in use; only for permitted usage. (See Cell Phone Policy) Non-permitted usage will result in confiscation.
- Personal laptops are for academic use only. Laptops are subject to confiscation if they are used for anything other than schoolwork.
- Anything that distracts/disrupts the school environment is subject to confiscation

Cell Phone Policy

Students who choose to bring cell phones to school always do so at their own risk. The School does not take responsibility for any lost or stolen personal items. In addition, there are specific limits to the appropriate use of cell phones on campus. Ultimately, appropriate use guidelines are to make sure cell phones do not impede the learning process. The following guidelines must be followed:

General Guidelines

- During school hours, the phone must be powered off and placed out of sight or in a teacher directed space.
- Cell phones are not to be charged at school.
- Any permitted student use of a cell phone must always follow our technology policy. Failure to do so will result in the cell phone being confiscated and privilege revoked.

Cell phones may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator. At DCP, we recognize that the tools students use to learn are changing, and a cell phone could be a useful tool for students in accessing information and engaging in learning. Therefore, students have the ability to earn the following privileges within the oversight of staff:
 1. Use personal cell phone in class to access software programs that are used for school purposes and as directed by staff
 2. Take a picture or video if for a specific class assignment and with staff permission
 3. Use cell phone capabilities in other ways as directed and allowed by a staff member
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Cell Phone Bathroom Policy

When students leave class to use the bathroom, they must first turn in their cell phone(s) and/or other devices to the teacher. Teacher will return the device(s) when the student re-enters class, or when there is a break in class if timing is inappropriate/disruptive. If a student is found outside of class with a device (during class time), the device may be confiscated by any staff member.

Cell Phone Confiscation and Return

In the event that a cell phone is confiscated due to a student's improper use, the administration may request that the parent or guardian come to school to pick up the cell phone instead of returning it directly to the student. This is up to the discretion of DCP administration.

Headphones/airpods

Students may only use personal headphones/airpods inside the classroom when using DCP software/programs and/or have the permission of the teacher. Headphones may not be worn outside or during PE class without permission from the teacher.

Bicycles, Skateboards, & Scooters

- Bicycles, skateboards, in-line skates, roller skates, scooters may not be ridden, sat on, or stood on while on campus.
- Bicycles must be walked on campus and state law requires that all students wear bike helmets to and from school when riding their bicycles.
- Students should bring their own lock to secure their bicycle to the bike rack. Students bring bicycles at their own risk.
- Skateboards and bikes should not be used at any time on campus; therefore, they should either be locked in the front closet or on the bike rack for the duration of the school day.

Personal Item Confiscation Policy

Anything that disrupts the learning environment, violates school rules, or is otherwise distracting or inappropriate in a school setting may be confiscated and returned to a parent. Students may not use any electronic device such as portable music players, cameras, and cellular phones on campus without a staff member's permission.

Student Parking

There is no student parking area located on school grounds and students may NOT park in the school parking lot during the school day. The DCP parking lot is reserved for school staff, parent/guardian visitors and community members with appointments with school staff. Students may park off campus at their own risk. Unauthorized vehicles on school property may be towed at the owner's expense.

Food/Drink

No eating or drinking (except for water) is allowed in classrooms without a teacher's or staff member's permission. Food is only allowed in designated eating areas and outside.

Expectations During Lunch & Breaks

Students are expected to be within designated boundaries during lunch and breaks. Students may not go off campus during lunch and/or breaks. Students should only go to the main office during lunch and breaks for valid reasons.

Students are expected to engage in safe, responsible behavior during lunch and breaks. Students may be in a classroom during lunch and breaks only if supervised by a staff member.

Students are responsible for keeping the campus clean. Students are expected to pick up after themselves after eating, and to make sure that trash is disposed of appropriately in trash cans.

Entering a Class

DCP students are expected to show Desire in all that they do. This is reflected from the first moment that students enter the classroom. DCP students are expected to be prepared for each class with all necessary materials and to be fully in uniform before entering the class. DCP students are expected to begin working as quickly as possible after entering the classroom.

Dismissal / End of Class

The most important thing to remember is that teachers dismiss the class, not clocks or bells. Students are not dismissed from class until the teacher dismisses them. Homework assignments should be appropriately recorded by the end of class, and students should leave their desk area neat and free of clutter so that it is ready for the next class. Students are expected to follow the teacher's expectations for how to exit the classroom.

Assembly

DCP holds assemblies as a natural way to build community. During assemblies, students and staff have the opportunity to deepen relationships with the DCP community, mission, and values.

Ambassadors (Greeting Visitors)

Student ambassadors are used as an extension of the DCP values and mission. Ambassadors are responsible to greet any visitors while on campus and inform them of daily activities and learning objectives.

Expectations at School Sponsored Events

All DCP rules and expectations apply at any school sponsored event, both on and off campus. DCP students are to uphold the mission, values, and expectations while at any school sponsored event and comply with all DCP policies and rules. This includes but is not limited to sporting events, dances, recruiting events, celebrations, field trips, and overnights. DCP staff has the jurisdiction to identify any behavior that might be a breach of expectations and therefore has the authority to distribute consequences as necessary.

Campus Cleanliness, Vandalism and Graffiti

Willfully damaging, defacing, or stealing any part of school property or private property is unacceptable and will not be tolerated. Students found damaging the school campus, private property or any property

associated with DCP in any way such as by tagging, littering, destroying foliage or writing on desks will earn a referral and are subject to suspension or expulsion, pursuant to the suspension and expulsion policy. Please see the Lost or Damaged Property within this Handbook and the Suspension and Expulsion Policy link. (See Appendix 1).

Students and their parents/ guardians may be responsible for the cost of the damages or loss. If any willful damage or loss occurs as a result of willful misconduct, a student and their parent/guardian may be held financially responsible for any such damage or loss caused to the School or School property.

Public Displays of Affection

Students may not engage in displays of affection that are deemed offensive, sexual in nature, or inappropriate for the school environment. This includes but is not limited to kissing and inappropriate physical contact.

DCP reserves the right to deem an act as inappropriate for the school environment.

- Parent/guardian will be notified and students may face disciplinary consequences.
- Holding hands is permitted.

Student Information

The following provides a brief overview of important information.

Contact Information

Parents/Guardians must notify the office as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that any and all communication will be received without delay or interruption.

Student Records, including Records Challenges and Directory Information

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

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

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

correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

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

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

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

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10)

school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;

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

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

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Principal at your school site. A copy of the complete Policy is available on the Charter School website or upon request at the main office.

Student Health and Safety

DCP believes that student safety results, to a large extent, from a sense of community. The staff is committed to knowing students and to identifying issues before they become significant problems. In addition, the dress code, site schedule, and safety policies are all designed to promote student safety.

School Safety Plan

The Charter School has established a comprehensive safety plan. Each DCP site maintains a plan, known as a School Safety Plan (“SSP”) and executes the appropriate safety drills as mandated by California law. In addition, the SSP contains the complete text of DCP’s policy against sexual abuse of any staff, student, volunteer, or other stakeholder. A copy of the SSP is kept at the front desk for parents and students to review, and records of each safety drill are kept with the Office Manager as well as at the Central Office.

Immunizations

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

These required immunizations include:

Child’s Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses</p>

	of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). Varicella requirement for seventh grade advancement expires after June 30, 2025. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Vision and Hearing

DCP shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 *et seq.* and SB 277 (2015), related to student health screenings, including but not limited to screening for vision and hearing to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. DCP shall maintain health screening records on file.

Diabetes

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

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

A copy of the information sheet regarding type 2 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

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

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

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.

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

Emergency Information

All students must have an emergency information form filled out and signed by the parent or guardian at the beginning of each school year. This card identifies what care the parent desires for their child in the event of an emergency along with noting the current medical and emergency information. If this information changes at any point during the school year, it is the responsibility of the parent or guardian to come to the school and fill out a new emergency information form.

Dangers of Synthetic Drugs

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

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

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

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

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

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

Closed Campus Policy

Once students arrive at DCP they may not leave the school campus even if class has not started. Students may not leave campus during school hours unless accompanied by a DCP staff member or if in grades Tk-6 without express permission by a parent/guardian. Students in grades 7-12 may leave campus for a conditional medical appointment without parent/guardian consent. Please see the Attendance Policy for more information. For seniors only, parents/guardians may sign a permission form giving their senior student permission to leave campus during free periods, lunch or tutorial. It is considered cutting if a senior student leaves campus without a signed permission form from their parent/guardian.

If a student has permission from the student's parent or guardian to leave campus for an excused absence during the school day, the parent, guardian, or authorized adult representative must come to the office in person to pick up the student.

Violation of the closed campus rule will be considered cutting and will be treated as such. (See Cutting Class or School)

What does it mean to be on campus?

Students are considered on campus when they are in a DCP school building, within the boundaries marked by the fence, or on the sidewalk near the parking lot accompanied by a teacher.

Students are not supervised by school staff when the campus is closed. When campus is closed, students are the responsibility of the parent or guardian.

Picking Up a Student During School Hours

- For safety purposes, students will only be released to a parent, guardian, or emergency contact who is officially noted on school documents.
- A parent or guardian must give written or verbal consent to the school if they are permitting their student to be released to an unofficial guardian during the day.
- Without written or verbal consent from a legal parent or guardian every time this is necessary, the school will not release the student to anyone other than those persons listed as guardians or emergency contacts.
- The office staff or other school personnel may ask for photo ID to verify the identity of an adult picking up a student. This is to ensure the safety of our students.
- Excessive early pickup will result in a parent meeting with the administration and a possible referral to the SARB process.

Rainy Day Procedures

Students are not allowed outside on rainy days due to safety concerns. Students who wish to be outside during lunch on a rainy day must remain under the awning of the buildings. Students must do their best to remain dry and keep our buildings clean. Seniors with off campus privileges will still be permitted to leave campus on rainy days.

Health Facilities

A school nurse is not available at DCP schools. Since the schools do not have facilities or the staff to care for a sick student, a student not well enough to participate in the classroom may not remain at school. This is not only in the best interests of the student, but serves as protection for other students as well. Parents/Guardians should make prior arrangements for someone authorized by the Emergency Information form to transport and care for their student if such a situation should arise.

Medication

DCP shall adhere to Education Code Section 49423 regarding administration of medication in school and as set forth herein.

If your student needs to take any prescription medications during the regular school day, you must have:

- 1) A written and signed note from the student's authorized health care provider (Parent/Physician Statement) detailing the name of medication, method, amount, and time schedules for such medication; and

- 2) A written and signed note (Parent/Physician Statement) from the parent indicating their desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, students are not allowed to have medicine in their classrooms, lunch boxes, backpacks, or in their pockets. All medication must be dispensed through the office unless self-administration is allowed subject to the requirements set forth below.

Parents/guardians may also come and administer medication to your student at the school, if needed. From time to time some parents/guardians request that their student be able to take acetaminophen (Tylenol) or ibuprofen (Advil) at school. This is permissible only with written parent /guardian and healthcare provider permission (Parent/Guardian/Physician Statement) and the medication must be in its original container.

Please note that a Parent/Physician Statement must be provided each school year and/or before any medication is given at school. If the medication order is **changed** during the school year, a new, signed **Parent/Physician Statement** is necessary.

NOTE: *Non-prescription* medications may only be given according to the policy stated for prescription medications.

Emergency Epinephrine Auto-Injectors

DCP shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to staff volunteers in the storage and use of the epinephrine auto-injectors.

Emergency Medication for Opioid Overdose

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose.

DCP may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Chief Executive Officer or designee shall evaluate the emergency medical response time to the specific school campus and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication.

When available at the school site, designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector.

At least once per school year, the Chief Executive Officer or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer.

The Principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards from the California Department of Education. regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a qualified person

designated by an authorizing physician. Written materials provided during the training shall be retained at the school for reference.

If the medication is used, a DCP administrator shall restock the medication as soon as reasonably possible, but no later than two (2) weeks after it is used. In addition, the medication shall be restocked before its expiration date.

Information regarding defense and indemnification provided for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (

DCP may accept gifts, grants, and donations from any source for the support of the school in carrying out the administration of naloxone, including but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

The Chief Executive Officer or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created.

Self-Administration of Medication

In order for a student to carry and self-administer prescription auto-injectable epinephrine or asthma medication, the Charter School shall obtain both a written statement from the physician, surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

DCP may elect to observe a student who is self-administering the medication. Determination of the student's capability to have in their possession all necessary equipment and supplies. Determination of the student's capability to adhere to standard precautions and appropriate handling of syringes, needles, lancets, and other medical equipment. Determination of the student's capability to maintain safety and privacy. Development of an individualized school healthcare plan ("ISHP") by designated DCP personnel if the student's health condition and status require monitoring and supervision.

Development of a Section 504 Plan or a written agreement with the student that includes: Procedures for reporting to designated school personnel any problems with medication, supplies or equipment, or if and when the student needs assistance. A monitoring system for tracking self-medicating student outcomes.

Information for the student of what constitutes responsible behavior and that any act of inappropriate behavior with regard to self-administration of medication, such as sharing medications with peers, may result in a DCP administrator informing the parent or guardian and revoking the privilege of self-administration. Provision for the student to keep on their person a copy of the authorized health care provider and parent or guardian written statements. Recommendation that the student carry photo identification.

Any student requiring insulin shots must establish a Section 504 plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the student's medical professional and ensure student is provided reasonable accommodations to participate in the general education environment.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below:

<https://www.cdc.gov/dhds/docs/cardiac-arrest-infographic.pdf>

Blood-borne Pathogens

DCP meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. DCP has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Animal Dissections

Students at DCP may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be

excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Counseling Services

DCP offers counseling services to students on campus. **Counseling services are not guaranteed and DCP may** refer students and families to local agencies for additional support if the needs cannot be met on campus. In cases where the student is in danger of hurting self or others, DCP staff will work with local experts or emergency services to ensure that the crisis is de-escalated and that the student is transferred to an appropriate and safe facility when necessary. DCP students may be referred by a staff or family member for any of the following examples:

- Drastic changes in mood
- Difficult time paying attention in class
- Abrupt drop in grades
- Experiencing the loss of a loved one
- Evidence of unhealthy or risky behavior
- Anxiety or depression
- Changes in the family structure due to divorce or housing

The scope of school-based counseling services is not appropriate for meeting all counseling or mental health needs and parents and students may need to seek services outside of school depending on the level or intensity of presenting need. Mental health services available through DCP and in the community are listed below.

How the Counseling Process Works:

1. **Making a Referral:** A staff, family member, or any student may request services by completing an online or paper form through the front office. Once a referral is made a variety of metrics are used to determine what, if any services, the student may receive at DCP.
2. **Engaging Student:** Adults making a referral on the behalf of a student, should be discussing the services directly with the student. Students need to agree to receiving counseling support, so referring students without their knowledge may make it harder for the student to trust the process.
3. **Availability of Services:** Students are seen based on the availability of a site counselor, but are often prioritized by staff or the counselor if the student needs immediate assistance. Counselors can see only a certain number of students per day and cannot take more students until they have closed their cases.
4. **Parental Consent:** A site counselor may see the student without parental consent for the first session if the student is 12 years or older. A legal guardian will be contacted to discuss the continuation of services and may be asked to participate in one or more counseling sessions with the student.
5. **Counseling Duration:** A student will receive a fixed amount of counseling appointments on site, usually around 10-12. The counselor may work with the student to end or expand services beyond the agreed upon sessions. The counselor may also recommend that the student receive services outside the school through a hospital or local agency.
6. **Students with Disabilities:** DCP will provide services to students with disabilities who require counseling services consistent with the student's Section 504 Plan or IEP.

Crisis Response

In the event of a student exhibiting behaviors that require a crisis response, a school counselor or emergency service provider may provide crisis assessment or support without parental consent in line with crisis response procedures. Parents who have questions about mental health crisis procedures are encouraged to contact the school and speak with the administrator or counselor directly.

Child Abuse Reporting

DCP is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, DCP's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of DCP must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

If the employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The Principal or designee does not need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect.

The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (

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

Smoke/Tobacco Free Campus

Smoking and the use of tobacco products by all persons is prohibited on school property. This includes school buildings, grounds, and all school sponsored events off and on campus.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Mental Health Services

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

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached by calling your school site's front office (see numbers at the beginning of this Handbook). Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact your school's principal to request an evaluation. (Please see this contact information at the beginning of this Handbook.)
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the School Operations Manager (Please see the contact information at the beginning of this Handbook).

Available in the Community:

- See website for resources

Available Nationally:

- Call 988 for suicide prevention
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

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

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

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

School Bus and Passenger Safety

All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

Safe Storage of Firearms

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or

any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

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

CAMPUS ACCESS AND VISITORS

DCP strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

I. Campus Access Points

At all times whenever students are in the building, the front office and all controlled access points to each DCP campus will be supervised by a DCP staff member during arrival/dismissal and breaks. Visitors will also be required to undergo an ID check, and adhere to any other security measures (i.e. sign-in/sign-out sheets) that the school has implemented. DCP will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense. All doors leading into school buildings shall remain closed.

II. No Waiting

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter/wait on DCP premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. ***The parking lot shall be used for picking up and dropping off students only, and while conducting business.*** Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program. Parents/guardians are required to pick up the students during dismissal at the designated pick up areas.

III. Visitor Registration and Passes/Badges

- All visitors (including DCP central office staff members) are required to register with the front office immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- The Principal or designee, may refuse to register an outsider if the Principal has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other

employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.

- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with DCP administration.
- After registering in the front office, visitors who are not DCP employees will be issued a Visitor's Pass that they must display at all times while on campus. DCP central office staff will receive personal identification badges from the DCP Human Resources department. DCP central office staff must display their badge on their person at all times while at a school site. If a DCP central office staff member forgets their badge, the office staff will need to obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- Any visitor may be asked to provide personal identification at any time.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on DCP grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if the visitor reenters DCP grounds without following the posted requirements, law enforcement may be notified and the visitor may be guilty of a misdemeanor.

IV. Arranging for Campus Visit

Visits during school hours by non- DCP central office staff or other DCP staff members should be arranged with the teacher and Principal or designee in advance. Teacher conferences must be arranged by appointment two to three (2-3) days in advance and must be scheduled to take place during non-instructional time. Parents/guardians who want to visit a classroom during school hours must first obtain approval from the classroom teacher and the Principal or designee. Classroom observations must be requested in advance and are approved at the Principal or designee's discretion. Visits may be limited to a twenty (20)-minute period or no more than once per week to limit disruption.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing the privilege to be on campus in accordance with Section III above.

V. Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all DCP rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a DCP staff member. This policy also applies to conduct during virtual programming (i.e. virtual instruction, events, etc.). Individuals who appear at a virtual event with a DCP student and whose conduct violates this policy will receive consequences in accordance with Sections III and VI herein.

VI. Barring Individuals From Campus

DCP recognizes that situations could arise where it may become necessary for the Principal and/or the assistant Principal to prohibit an individual from entering or remaining on DCP campus. Such situations may include an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual DCP campus and its related activities. Principals generally have the authority to temporarily bar a disruptive individual, but they must follow DCP's internal protocol and comply with all applicable state laws. Principals may not bar an individual beyond their particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the School Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

VII. Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, courtyard, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit the visitor from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

All Visitors should be aware that DCP campuses have a no tolerance policy in regards to gang related or gang affiliated dress or behavior. DCP does not hesitate to notify the appropriate authorities.

Parents and Guardians

- Parents/guardians are encouraged to become familiar with the DCP college prep environment and keep track of their student's progress.
- Parents/guardians are welcome to visit the school during school events such as Open House, Back to school night, awards nights etc.
- To ensure student safety, parents/guardians must sign in at the front office and receive a visitor's pass.
- An appointment is required to visit DCP during school hours. If you would like to speak with a specific administrator or staff member, please make an appointment in order to ensure the staff member's availability. Parents/guardians may not interrupt staff members in the course of their duties (e.g. supervising drop off/pick up) for extended conversations and are encouraged to make an appointment for this purpose.
- If parents/guardians are interested in visiting classes, make an appointment with the office prior to visiting; parents are encouraged to contact an administrator to arrange for a classroom tour.
- Please note that classroom visits may not be permitted if they are disruptive to the student learning (e.g., during exams).
- Visits may be limited to a twenty (20)-minute period when or no more than once per week to limit disruption

Other adult visitors

- If you would like time to speak with an administrator, please make an appointment at least one day prior to the visit. We cannot guarantee administrators will be available at unscheduled times.
- Check in at the front office.
- Wear a visitor's badge and be escorted to your destination.

Non-DCP Student Visitors

- All non-DCP student visitors who are not part of the recruitment program may not be on the school campus during any part of the school day. If at any time any student visitor is disrupting the learning environment or in any way disturbing the community, the student will be asked to leave.
- Students who are interested in attending DCP may visit DCP during the school day only as part of the recruitment program. Students are allowed to participate in the shadow program where they will accompany a DCP student throughout the school day to determine if attending DCP is an appropriate decision. If a shadowing student disrupts the learning environment in any way, a parent/guardian will be called to pick up the student.

To shadow a student at DCP:

- The parent/guardian of the non-DCP student must make an appointment in advance by contacting the School Operations Manager.
- The student must wear khaki or black pants and a black, white, or gray polo or button-down shirt.
- DCP will provide lunch for the student whos is shadowing.
- Shadow days vary from school sites. Please contact the front office to schedule a shadow day.

Telephone Policy

DCP values its ability to provide a rigorous academic program for its students without any disruption or distraction. To avoid unnecessary interruptions to students and teachers during the course of a class, DCP shall not interrupt classes and pull students to answer telephone calls from parents/guardians, unless in the event of an emergency. DCP staff shall answer calls, take messages, and notify students of such messages during non-classroom hours (e.g., breaks, lunch time, before or after school). This policy does not in any way prohibit parent/guardian rights to contact DCP during school hours to request and schedule meetings with teachers or administrators.

Extra-Curricular Activities

At DCP, we have the goal of every student becoming involved in clubs, sports, work, or other pursuits outside the classroom. All of these experiences can give students new skills, help them learn about themselves, help them discover their interests, and they are also fun.

Participation in extra-curricular activities also are an important part of the path to college. Most college applications ask about students' activities during their time in school, because the things that students do in their free time reveal a lot about them in ways that grades and test scores do not. Students' accomplishments outside the classroom show what they're passionate about and that they have qualities valued by colleges. Colleges want to know about a student's performance not only within the classroom, but also their interests and strengths outside of the classroom. Participation in extra-curricular activities help demonstrate and showcase these strengths, interests, and pursuits.

Clubs

Clubs at DCP are a great way for students to learn new activities, meet new friends and develop new skills. A wide variety of clubs are offered at DCP for all students. Announcements about clubs are made during assembly and flyers are posted around campus. We also encourage students who have new ideas for clubs to request a sign-up sheet from the front office and if they have any questions to speak to the Principal or Assistant Principal.

Athletics

We believe that Athletics at DCP are a great way for students to develop lifelong skills, relationships, and learning experiences. Students learn team building skills, self-discipline, and a positive work ethic. Athletics create a sense of unity among teammates, as well as a sense of community and pride amongst the school population.

In order to be eligible for DCP athletics, students must 1) complete a sports physical by a doctor and; 2) return a completed Athletics permission slip packet turned in for each season prior to participating in Athletics.

Academic Requirements for Participation in Extracurricular Activities:

- Maintain at least a 2.0 GPA at each grading period. If the student does not have a 2.0 at the grading period, they are not eligible to play until the next grading period.
- May not have any F's during the season. If at any time a student has an "F" grade, they are not eligible to participate in games until that the "F" grade has been brought up to a "C" or better.

Note: Students may still attend practices and be a part of a team while improving their grades to be eligible to play in games.

Students are responsible for turning in homework on time. On game days, students may miss classes and are responsible for finding out what the homework is and turning it in on time.

Parent & Family Engagement Policy

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

Home Visits

DCP understands the value of home visits when on-boarding new families or special circumstances when families cannot come to campus. When possible, on a case by case basis, we will reach out to families to offer a home visit.

Volunteering at DCP

Volunteers help enrich the student's education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Security Requirements for Volunteers

All visitors, including volunteers, must comply with all procedures outlined in the Volunteer, Visitation and Removal Policy, which includes signing in at the Charter School office, and receiving a "Visitor Badge" as

identification. They must also sign out when leaving the DCP premises. This is for the safety of the students and staff as well as in case of an emergency.

Tuberculosis (“TB”) Test Result

All volunteers working in the classroom and with students must have a negative TB test on file in the school office within the past four (4) years before starting to work with students. The Office Manager will maintain a copy on file in the school office and remind permanent volunteers when their TB is due to expire.

Background Check

One of DCP’s foremost values is the safety of students and staff. In accordance with California law and in keeping with DCP’s values, all parent/guardian volunteers and visitor volunteers who work with students **without supervision of a certificated staff member** in the same room **must be fingerprinted** for a criminal background check. Unsupervised volunteers who need to be fingerprinted include: coaches, business mentors, tutors, and chaperones on field trips – **anyone who is working with a student(s) without supervision**. The results of the background check are **confidential** and will not be discussed with other staff members and/or parents.

Uniform Complaint Procedures

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal of the Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

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

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

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

Chief Executive Officer (CEO)/Chief Operating Officer (COO)/Director of Student Services (DSS)
Downtown College Prep
1400 Parkmoor Ave, Ste 206
San Jose, CA 95126
complaints@dcp.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

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

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

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

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

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

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

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

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

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE

before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R § 4622.

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

California Department of Education • December 2021

Statewide Testing Notification Template

To meet state and federal obligations to inform parents of the year's statewide assessments, including a parent's right to exempt their child, local educational agencies and schools can insert this template language into a parent handbook or other annual parent notification document.

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

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

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

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

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

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

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

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

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

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

CAASPP: California Science Test ("CAST")

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

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

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

CAASPP: California Alternate Assessment ("CAA") for Science

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

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

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

CAASPP: California Spanish Assessment (“CSA”)

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

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

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

English Language Proficiency Assessments for California (“ELPAC”)

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

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

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

Alternate ELPAC

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

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

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

Physical Fitness Test

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

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. However, the only publicly reported data is % of student participation in each performance component, not proficiency levels.

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

Appendix 1: Suspension and Expulsion Policy

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being 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 list of offenses and procedures for suspensions and expulsions for non-charter schools. A copy of the respective Suspension and Expulsion Policy and Procedures for each DCP school are available at each Charter School office upon request, and/or on each school website:

- DCP Alum Rock High School: [Website Link](#)
- DCP Alum Rock Middle School: [Website Link](#)
- DCP El Primero: [Website Link](#)
- DCP El Camino: [Website Link](#)

Appendix 2: Title IX Sexual Harassment Policy and Complaint Procedures: Students

Adopted/Ratified: [2/21/23]

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is against the law in all schools in California (Education Codes 200, 212.6, 48900.2) and in the United States (Title IX). Sexual harassment also violates our DCP Policies. All forms of sexual harassment, whether it involves students, staff, or others, are unlawful at our schools.

Sexual harassment, as defined in Title IX, is prohibited in DCP educational programs or activities, and is defined as:

- A DCP employee conditioning the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to DCP's education program or activity; or
- Sexual assault, dating violence, domestic violence or stalking.

Conduct which does not meet the definition of sexual harassment under Title IX may still be prohibited under the DCP's sexual harassment policy applicable to students. Examples of types of conduct which are prohibited in the educational setting and may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body or overly personal conversation.
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Massaging, grabbing, fondling, stroking, or brushing the body.
- Touching an individual's body or clothes in a sexual way.
- Impeding or blocking movements, or any physical interference with school activities when directed at an individual on the basis of sex.
- Displaying sexually suggestive objects in the educational environment.
- Sexual assault, sexual battery, or sexual coercion.
- Electronic communications containing comments, words, or images described above. This includes sexting (sending sexually explicit photos or text), or electronic postings with sexual overtones on Instagram, Facebook, Twitter, YouTube, or other media.
- Any act of retaliation against a student who reports a violation of DCP's harassment policy, or participates in the investigation of a sexual harassment complaint.

The types of prohibited behavior identified above can take place in either/both face-to-face and/or digital environments.

Title IX Sexual Harassment Complaint Procedures: Students

Downtown College Prep is committed to maintaining a safe school environment that is free from harassment and discrimination. DCP prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. DCP also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

DCP strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the DCP's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through DCP's Title IX Sexual Harassment Complaint Procedures: Students or Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of Title IX concurrently meets the requirements of Uniform Complaint Procedures and Complaints regarding employees.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The CEO or designee shall inform students and parents/guardians of the DCP's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the DCP's web site, and including it in student and staff handbooks. All DCP staff shall be trained regarding the policy.

Forms of Sexual Harassment under Title IX of the Education Amendments of 1972

The complaint procedures described shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

1. A DCP employee conditioning the provision of a DCP aid, benefit, or service of DCP on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to DCP's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking on the basis of sex, defined as follows:
 - Forcible Sexual Assault includes any sexual act directed against a student, forcibly, against the student's will, or without consent, including rape, sodomy, sexual assault with an object, and fondling. (See 20 USC 1092(f)(6)(A)(v).)
 - Non-forcible Sexual Assault includes offenses that do not involve force where the student is incapable of giving consent, including statutory rape and incest. (See 20 USC 1092(f)(6)(A)(v).)
 - Dating Violence includes violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the student, where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship and/or the frequency of interaction between the persons involved in the relationship. (See 34 USC 12291(a)(10).)
 - Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the student. (See 34 USC 12291(a)(8).)
 - Stalking which includes engaging in a course of conduct directed at a student that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. (See 34 USC 12291(a)(30).)

All other sexual harassment complaints shall be investigated and responded to pursuant to DCP's - Complaint Procedures found in the DCP Student and Family Handbook and the DCP Employee Handbook.

Instruction/Information

The CEO or designee shall ensure that all DCP students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the DCP's primary concern, and that any other rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the DCP's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the DCP investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the DCP will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 5-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with the law, DCP policies articulated in the Employee Handbook, and/or any applicable collective bargaining agreement.

Filing a Title IX Complaint can be done in several ways:

- Report an incident to any DCP employee or administrator; the DCP employee will forward the complaint to the Title IX Coordinator
- Complete and submit a physical or digital copy of the Title IX Complaint Form to the principal, assistant principal or Dean of Students or to Title IX Coordinator and/or
- Send an email to the Title IX Coordinator at A report of sexual harassment shall be submitted directly to or forwarded to the DCP's Title IX Coordinator using the contact information listed below:

Title IX Coordinator-Students:

Eileen Brown

ebrown@dcp.org

Director of Student Services

Downtown College Prep

1400 Parkmoor Ave, Suite 206

San Jose, CA

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by DCP. (34 CFR 106.30)

The Chief Executive Officer shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44)

Emergency Removal from School

On an emergency basis, DCP may remove a student from DCP's education program or activity, provided that DCP conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a DCP employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in DCP's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies DCP in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by DCP, or sufficient circumstances prevent DCP from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45)

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, DCP may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. DCP shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

DCP may facilitate an informal resolution process provided that DCP: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Formal Complaint Process

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. DCP's formal Title IX complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, DCP investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons.

During the investigation process, DCP shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although DCP may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, any evidence that is obtained as part of the investigation that is directly related to the allegations raised in the complaint, including the evidence upon which DCP does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained by a party or other source, so that each party can meaningfully respond to the evidence and have at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. Incorporate written responses and any further follow up into the final report that is sent to the Decision maker.
10. Prior to a decision being made, DCP shall send the final written report electronically and by hard copy to the parties and their advisors, if any. After sending the investigative report to the parties for review and before a decision-maker reaches a determination regarding responsibility, the decision-maker must afford each party 10 days to allow for the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

DCP shall maintain confidentiality and/or privacy rights of all parties to the complaint in accordance with applicable state and federal laws, except as may be permitted or required by law or to carry out the purposes of this formal Title IX complaint process.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Chief Executive Officer shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 90 school days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, DCP shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if DCP includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of DCP's code of conduct to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions DCP imposes on the respondent, and whether remedies designed to restore or preserve equal access to DCP's educational program or activity will be provided by DCP to the complainant
6. DCP's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal DCP's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict

of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, DCP shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 5 school days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

A written decision shall be provided to the parties within 7 school days from the receipt of the appeal.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, DCP shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

DCP shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

Discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal shall immediately suspend the student and shall recommend expulsion. (DCP Suspension and Expulsion Policy)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Restorative mediation or conferencing
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Transfer from a class or school as permitted by law
7. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

The Coordinator is responsible for effective implementation of any remedies ordered by DCP in response to a formal complaint of sexual harassment. To this end, the Coordinator will inform the HR department of the required remedies when an employee is found to have committed sexual harassment or retaliation against a student. DCP shall then take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law, DCP policies prohibiting unlawful harassment and retaliation as articulated in the Employee Handbook and/or in any applicable collective bargaining agreement.

Record-Keeping

The Chief Executive Officer or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)

The Chief Executive Officer or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. DCP shall make such training materials publicly available on its web site, or if DCP does not maintain a web site, available upon request by members of the public. (34 CFR 106.45)

Legal Reference:

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault 1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School DCP, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School DCP, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School DCP, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School DCP, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School DCP, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr> 7/20

Appendix 3: Professional Boundaries: Staff/Student Interaction Policy

Purpose: It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in current ethics-related rules and regulations so that staff will better understand the prohibitions and behavior boundaries incumbent upon them.

DCP recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

The rules of conduct set forth in this policy are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities. Rather, they are intended to:

Alert staff to some of the more sensitive and often problematic matters involved in staff-student relationships;

Specify boundaries related to potentially sexual situations and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of staff; and

Provide staff with clear guidance in conducting themselves in a manner that reflects high standards of professionalism.

It is important for the School to maintain a school-wide culture in which students and staff understand their responsibility to report misconduct without fearing retaliation from students, staff, or administration. In order to prevent abuse and/or exploitation, students and staff must know that the administration will support them when they report possible misconduct.

Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, "Would I be doing this if the student's family, or my colleagues or family, were standing next to me?"

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

Corporal Punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to property.

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

Examples of PERMITTED actions (NOT corporal punishment)

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

Examples of PROHIBITED actions (corporal punishment)

- Hitting, shoving, pushing, or physically restraining a student as a means of control (
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; and

- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Behaviors. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behavior is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student/staff interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

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

Unacceptable Staff/Student Behaviors. The following non-exhaustive list of behavior shall be considered in violation of this policy:

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from school.
- Making, or participating in sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual innuendos.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Behaviors without Parent and Supervisor Permission. The following behavior **should only be exercised when a staff member has parent and supervisor permission:**

- a) Giving students a ride to/from school or school activities.
- Being alone in a room with a student at the school with the door closed.
Allowing students in your home.
- Sending emails, text messages, or letters to students if the content is not about school activities.
- Intentionally being alone with a student on campus or away from the school.

Cautionary Behaviors. Staff members **should only** engage in the following behavior **when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to, or immediately after, the occurrence.**

- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.

Acceptable and Recommended Behaviors

- a) Getting parents' written consent for any after-school activity.
- b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- d) Keeping the door open when alone with a student.
- e) Keeping reasonable space between you and your students.
- f) Stopping and correcting students if they cross your own personal boundaries.
- g) Keeping parents informed when a significant issue develops about a student.
- h) Keeping after-class discussions with a student professional and brief.
- i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- j) Involving your supervisor if conflict arises with the student.
- k) Informing your supervisor about situations that have the potential to become more severe.
- l) Making detailed notes about an incident that could evolve into a more serious situation later.
- m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- n) Asking another staff member to be present if you will be alone with any type of special needs student.
- o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- p) Giving students praise and recognition without touching them.
- q) Pats on the back, high fives and handshakes are acceptable.
- r) Keeping your professional conduct a high priority.
- s) Asking yourself if your actions are worth your job and career.

Appendix 4: Suicide Prevention Policy

Board Policy #: 5141.52
Adopted/Ratified:
Revision Date: 09/13/2021

SUICIDE PREVENTION POLICY

The Board of Directors of Across the Bridge Foundation dba Downtown College Preparatory Charter School (“DCP” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

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

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

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

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

Adopted/Ratified:

Revision Date: 09/13/2021

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

DOWNTOWN COLLEGE PREPARATORY CHARTER SCHOOL PAGE 2 OF 8 SUICIDE PREVENTION POLICY

Board Policy #: 5141.52

Adopted/Ratified:

Revision Date: 09/13/2021

of suicide and (based on DCP guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on DCP guidelines.

- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

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

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the DCP Web page and will be made available in the DCP Student & Family Handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.

Adopted/Ratified:

Revision Date: 09/13/2021

- c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, DCP along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with DCP and is characterized by caring staff and harmonious interrelationships among students.

DCP's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

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

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

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

DCP will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention.

Intervention and Emergency Procedures

DCP designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Principal
2. Mental Health Counselor/Assistant Principal

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

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

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

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.

Board Policy #: 5141.52

Adopted/Ratified:

Revision Date: 09/13/2021

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, DCP shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, DCP may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at DCP.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like DCP to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. DCP shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Principal to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff

to respond to needs of students regarding the following:

- a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior. 6.
- Communicate with the larger school community about the suicide death. 7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Include long-term suicide postvention responses:
- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. DCP will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.