

The San Diego Cooperative Charter School Parent Handbook



THE CoOP SCHOOLS

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Mission

The San Diego Cooperative Charter School (SDCCS) supports progressive, developmentally based, child-centered communities for active and collaborative student learning where shared values of family, diversity, relationship, creativity and academic excellence flourish.

We welcome you and your family to our school community and provide each family with a copy of our parent handbook designed to give you an overview of our school, its educational philosophy, its governance structure, its funding mechanisms and your role within each of these aspects of our school community.

1. **We deeply believe that together, we are better.** Respect for individuals and delight in diversity underlie the curriculum in every classroom and in every gathering of our school. It is our goal to create a model of community that supports our vision and guides our children through their lives. The San Diego Cooperative Charter School staff students and families are expected to:
 - Use common courtesy in our daily lives together—we are all models for the children and we must create the peaceful and calm community that we want our children to be a part of each day.
 - Be mindful that every adult in our community works with the best interest of children in mind every single day. Bring an extra measure of patience and goodwill to our campus when you are here.
 - Actively seek out opportunities to provide support and service both within our school community and beyond. Ask yourself, “How can I help?”
2. **We believe that open, honest and frequent communication is essential to the success of any cooperative enterprise.** Toward that end, San Diego Cooperative Charter School families are expected to:
 - Enroll in school e-mail communications (Board reports, PSA updates, etc.).
 - Maintain student and staff privacy by giving each conversation the respect and attention it deserves. *Under no circumstances* should individual student academic performance or behavior be discussed in public areas such as hallways and classrooms when other students and parents are present.
 - Make appointments to speak to staff members. Do not engage teachers in individual conversations during the 15 minutes before/after school. Teachers are preparing to teach students or are responsible for supervising students being picked up. Both the before/after time periods require the teacher's undivided attention to the children.
3. **We believe constructive and positive problem solving contribute to a positive school culture for students, staff, and families**

The San Diego Cooperative Charter School staff, students, and families are expected to:

 - Bring all concerns to the attention of the parties involved within 24 hours. Lingering problems and concerns generally don't get better unless they are addressed early and directly. If a solution cannot be reached, the involved parties may notify the Principal, who will then follow the Grievance procedures outlined in The San Diego Cooperative Charter School Administrative Regulation AR 1312.
 - Help support our children in learning to resolve differences in non-violent ways. Attend adult classes for our Responsive Classroom and Restorative Practices program and learn how to help children manage strong emotions and conflicts.
4. **We believe each child is a unique individual with unique strengths and needs.** In planning for our classrooms, we take into account the strengths, challenges, and interests of the children as a group and individually. We believe that by placing students in a balanced class our professional educators will provide positive and enriching learning environments to meet the students' needs. We do not accept requests from parents asking for specific teachers. Students with special needs will be accommodated according to their IEP.
5. **The San Diego Cooperative Charter School families are expected to:**
 - Participate in regular conferences with the classroom teacher.
 - Schedule time to meet with the teacher if there are concerns.
 - Respond to staff requests to attend meetings regarding their child.

6. **We believe that the safety and well-being of children is our highest priority.** All of our activities, programs, and emergency plans are routinely analyzed to ensure they meet our strenuous safety guidelines. Families are expected to help maintain a safe and orderly campus by contributing in the following ways:
- Do not leave your children unattended on campus. All children must be enrolled in our extended day program if they are on campus before 8:10 a.m. or 30 minutes after dismissal time on any school day.
 - Drive slowly and stay alert in the drop-off and pick-up zones.
 - Enter/exit campus at the designated locations.
 - Do not unlock gates unless directed to do so by a staff member.
 - Do not open a gate to allow entry to any individual. All visitors must enter and sign in at the front office.

Philosophy

The San Diego Cooperative Charter School (SDCCS) believes that learning is a very individual process. Each of us constructs and revises our understanding of the world every day. The way individuals learn best is dependent on many factors: developmental stage, environment, personality, interests and social style are just some of the things that influence our ability to learn new concepts. *Constructivism* is the educational philosophy that is the basis for our teaching methodology. The constructivist model relies on research indicating that the deepest understanding of knowledge is created through exploration, reasoning, and discussion. If you reflect for a moment on how you as an adult learn a new concept or skill, you are most likely to find that interaction, questioning, and practice each play a part.

Based on this belief, our teaching methods begin with assessment. We want to know how each child learns, not just what they know. We do this through observation during activities that demonstrate the child's problem-solving strategies, his or her strengths and weaknesses, and his or her interactive style. We also assess skill levels in the content areas (language, reading and writing, math, science, and social studies) through individual and group testing. These assessments give the teacher a picture of the class as a whole and the individuals within. The teacher then structures lessons and assignments that require the students to perform constructivist activities: questioning, research, discussion and exploration. At this level, children are not only learning facts, they are gaining a deeper understanding of concepts. At the same time, this process teaches the children observation/study habits that will enable them to learn efficiently and effectively throughout their lives.

School Governance

The San Diego Cooperative Charter School is based on a unique, model of leadership that closely aligns parents, education professionals, and community members in a common bond of building and maintaining a public school.

The Administration

Led by the Executive Director and Principals, the administration is composed of San Diego's most dynamic education professionals, support staff, and parent volunteers. The administration is responsible for the continuing development of the core curriculum, the implementation of the charter's principles, and all aspects of the day-to-day operation of SDCCS.

The Parent-Staff Association

Comprising parents and members of the staff, the PSA is the linchpin of the cooperative model. The PSA is the forum for parents to express their great ideas for making The San Diego Cooperative Charter School one of the most outstanding schools in the San Diego Community. Standing committees of the PSA create or influence virtually every aspect of the SDCCS experience. The horizons of enrichment found within SDCCS landscape are defined by the creativity and vibrancy of this organization. Formal meetings occur monthly with a brief report by the principal conducted at the beginning of each session. Additional meetings with committees are scheduled as needed.

SDCCS Foundation

In 2015, the SDCCS Board voted to establish a foundation as a separate nonprofit organization to support the schools. The role of the SDCCS Foundation is to generate new sources of revenue, public and private, to augment the schools' operating budgets in order to sustain essential student services and supports, address facility and equipment needs, and retain the highest caliber faculty and staff.

The Board of Directors

The Board of Directors (BOD) functions as the school's policy and oversight committee, ensuring that the charter mission is fulfilled. The main focus of the BOD concerns budgetary issues, long-range project planning and acting as a liaison for The San Diego Cooperative Charter School with the community at large. The BOD is composed of qualified parents, members of the community, and staff. Prior notice of board meetings will be provided by email, at the www.sdccs.org website and by posting in the office.

The Parent Cooperative at The San Diego Cooperative Charter School

Research has shown that parent participation is the single greatest indicator of student success. Parents are the backbone of The San Diego Cooperative Charter School. We believe that these energies are well spent, as our students develop life skills essential to their growth as competent, secure, and successful individuals. Parent participation is a gift to our children rather than a chore. We recognize that each family will contribute in different ways. We welcome all parents and have many ways that families can support our school that can be undertaken during non-school hours. Parents who work with the children will receive appropriate training. A cooperative school environment can only be achieved by each of us as individuals devoting our valuable time to the success of all of our children and to the school as a whole. We sincerely value and appreciate all volunteers.

POLICIES AND PROCEDURES

Parent Involvement Policy

The San Diego Cooperative Charter School strongly believes that parent involvement is key to students' success. However, no parent involvement plan or policy shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service or other contribution to the school.

We recognize that every parent is able to be involved at different levels due to such circumstances as family, work, health and even cultural reasons.

The definition of parent involvement that The San Diego Cooperative Charter School value above all else is parental engagement with their students' learning and growth. Therefore, two levels of parent involvement both formal and informal will be made available to parents.

Level I. Essential:

- Commitment and willingness to adhere and support all The San Diego Cooperative Charter School policies.
- Two-way communication between the school and home regarding the education and well-being of the student.

Level II. Encouraged

- Volunteering in one of the many opportunities across the campuses
- Participation in parent-teacher meetings
- Attendance at school curriculum events, such as Project Nights
- Attendance at Parent Information Workshops
- Participation in the Parent Staff Association (PSA)

Parent on Campus Behavior Policy

The San Diego Cooperative Charter School expects and requires that adults on campus (staff, parents, other family members, and friends), act as behavioral role models to our students. The policy has at its core the notion that we must all treat one another with respect. It also addresses issues of personal privacy, if we expect our students to behave respectfully, we must set a consistent example. If a parent does not comply with our policy the administration has the ability to restrict their access to campus.

Attendance

Getting your child to school on time and ready to learn is the most critical component of your parent involvement commitment at The San Diego Cooperative Charter School.

Regular attendance in school is critical to your child's success. Our curriculum depends on your child being present in class to learn from his/her teacher and peers. The opening routines that occur in our classrooms in the first 30 minutes of the day set students up to learn throughout the day. School begins at 8:30 a.m. and we suggest that students arrive no later than 8:20 a.m. We request that family vacations are scheduled as much as possible on during times when school is not in session.

Reporting Absences

- Call the school office (858)496-1613, send a note, or fill out our online absence form (<https://lv.sdccs.org/absence-reporting>) to report your child absent. All absences and late arrivals must be verified by a parent/guardian within 3 school days of the last day of the student's absence. Absences unverified after 3 school days will be recorded as unexcused.
- SDCCS must adhere to the California Department of Education Code for attendance. California Ed. Code requires that students attend school on a daily basis with the exception of excused absences. Students who have 3 unexcused absences are considered truant. In the event of an emergency school closure, SDCCS is mandated to track and record student attendance during distance learning in the same manner we are required when students are on campus. Please use the link provided to see the specific California Ed. Code regulations and the steps schools must take when students are habitually truant. Our teachers will take attendance every day. Teachers and staff will work with families and students to make sure the required weekly learning logs are turned in. California public schools will continue to be audited for student attendance and participation during distance learning.
- Include the following information when reporting your child absent:
 - o Notification date
 - o Student's full name
 - o Teacher's name and grade
 - o Date(s) of absence
 - o Reason for absence
 - o Name and relationship of the person notifying the school.
- Each day, the school will attempt to verify unresolved absences by using our automated phone system to contact parents/guardians.

Independent Study Contracts

Independent study contracts may be completed if the student will miss school days. Requests to accommodate student learning via an independent study contract will be made on an individual basis.

Arriving Late / Departing Early

When arriving late or departing early the parent/guardian must sign in through the school office and obtain a tardy slip to admit the child to class. To minimize disruption to the classroom, we will call the classroom to send your child to the office if you arrive to pick your child up prior to the usual dismissal time.

The San Diego Cooperative Charter School maintains a closed campus. All gates are closed at 8:30 a.m. and re-opened 10-15 minutes prior to the end of school.

Excessive Absences/Truancy (Ed. Code §48260, 48262)

The San Diego Cooperative Charter School maintains high expectations for student attendance, but we also recognize that students may miss a few days/hours during the school year due to illness or family emergencies. For this reason, The

San Diego Cooperative Charter School has established guidelines for satisfactory student attendance. In the event a student falls short of these expectations, written attendance letters will be sent to the student's parent/guardian.

An unexcused absence is an absence or tardy more than 30 minutes that is not defined as excused absence under California Ed. Code § 46010, 48205 (See Attendance Policy; Board approved 12/16/2008 for additional details.)

- If a student incurs 3 unexcused absences, the parent/guardian will receive a letter documenting the child's attendance. An appointment or other form of contact will be made with the child's teacher to identify the cause of such absences and to discuss how the school can work with the family to support the child's success in school, including regular attendance.
- Upon incurring the 5th unexcused absence, the parent/guardian will receive a second letter documenting the child's attendance and an appointment with our staff will be scheduled to discuss the child's continued absence, ways that we can support your family and develop an attendance improvement plan for the student.
- Upon incurring the 7th unexcused absence, the parent/guardian will be asked to meet again. At the meeting, a third letter documenting the child's attendance will be given. An attendance contract will be given as well.
- Upon incurring the 10th unexcused absence, the parent/guardian will be asked to report to our SDCCS Student Attendance Review Board (SARB). Continued family support will be given and a structured plan for attendance will be created.

The principal or designee can, at any time, request consultation and intervention by the SART for habitual absence or truancy issues.

Excessive Late Arrivals or Early Departures

As indicated throughout this document, attendance is an issue. The San Diego Cooperative Charter School takes it very seriously. Students who are regularly arriving late to school or leaving early are also at risk of poor academic performance. For students who are habitually missing a portion of the instructional day, notification letters will be sent as outlined above, following the thresholds outlined below:

- Students incurring 6 tardies will receive an attendance update letter.
- Students incurring 9 tardies will receive a letter requesting a meeting with the child's teacher. An attendance improvement plan will be discussed.
- Students incurring the 12th tardy will generate the need for a review of parents' attempts to implement the attendance improvement plan as agreed by parents, teacher and principal. Upon recommendation of the principal, The San Diego Cooperative Charter School's SART will become involved in the review of student attendance, which may include a meeting with the student's parents/guardians.
- Subsequent attendance issues may be referred to The San Diego Cooperative Charter School's SART.

Families are also reminded that The San Diego Cooperative Charter School curriculum embraces a wide variety of integral subject matter and teachers spend a significant amount of time to ensure that *all portions* of the school day are equally important to the student's growth and mastery of learning. When a student leaves early, the student is missing out on integral learning experiences which adversely impact the student's success and her/his ability to be a contributing member of the learning community.

Accordingly, if a student develops patterns of an early departure, parents will be scheduled to meet with the teacher and principal to develop an attendance improvement plan. Our goal is to have your child in school for each full day of instruction.

Disenrolling students

A student is disenrolled when a parent/guardian notifies the school that their child is no longer attending the school or if an official transfer request is made by another school.

Options for Students Unable to Attend School

Students who are unable to attend school for an extended period of time due to serious injury or illness may be eligible to receive independent study contracts during the period of absence when approved by the principal or designee.

- Children who are absent due to shorter-term illness should rest and recuperate so that they may return to school as soon as they are able. When reasonable, parents are encouraged to work with teachers to support the student's completion of missed work within a practical period of time.

- While families are asked to arrange for vacations and non-medical absences during school breaks, holidays, and other non-school periods, if you know your child *must* be absent, please contact the teacher in advance for assistance in obtaining makeup schoolwork for your child.
- If your child is regularly unable to attend school or participate in scheduled classroom activities for reasons that are not health-related, a conference should be scheduled between the parent and principal to determine if The San Diego Cooperative Charter School is the most appropriate academic placement for your student.

Discipline

Inherent in our approach to teaching is the belief that communication is key to success in all human endeavors. It is our goal that the children become excellent communicators through both speech and writing. Communication is also central to our discipline policy. We believe an essential part of a child's growth includes the development of self-discipline. Although compliant behavior can be compelled, the development of inner control and social conscience is a long process, during which the child needs frequent feedback from respectful adults. Our conflict resolution approach involves the development of clear and respectful speaking and listening skills. Building on this, we have adopted Responsive Classroom, a social/emotional curriculum designed to assist children in developing the tools they need to work productively with others.

We teach the art of compromise and the skill of social planning. As the children's communication skills develop, peer mediation is introduced. At times, a child will be unable to exercise self-control, it is then the responsibility of the staff to remove the child to a less stimulating environment and offer them support in regaining self-control. Children facing behavioral disorders will also receive the help they need. We work together as a community to provide a safe and positive environment.

Our school community embraces the following guiding principles for conduct between and among all members of our school community:

- Respect Yourself.
- Respect Others.
- Respect the Environment

Members of the school community who violate our guiding principles will be reminded and redirected. Members of the school community who consistently violate our principles are strongly encouraged to reflect and reconsider the match between their personal choices and the principles of our school.

School leaders will help students problem solve and develop a heightened sense of personal and community responsibility, leading to conflict resolution. The model for positive discipline will be instituted based on the guidelines set down by [Richard Ryan's article in \(2000\)](#) and restorative practices model as identified on www.ascd.org

This includes the following adult-led processes:

1. Isolate (meet one-on-one with the student),
2. Ask and Listen (listen to the child's side of the story),
3. Speak and Specify (a strong, calm, well-reasoned, focused message),
4. Offer (offer positive reinforcement),
5. Decide and Act (support the child in a responsible plan that is mutually agreeable).
6. Decisions made with students involved in an incident will include restorative work. Restorative practices represent
7. a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness.

When student behaviors and/or acts are serious in nature and meet one of the acts listed in California Education Code 48900, the suspension and/or expulsion process will be instituted. The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment for all students. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The principal of the school, vice principal, or designee have the authority to suspend students when necessary. The director of a contracted extended day provider has the authority to suspend a student from that program. The school will maintain records of all school suspensions and will report the suspension of any students to state and federally mandated parties including the suspension of special education students.

While suspension and expulsion are to be regarded as a last resort, this suspension and expulsion policy is

communicated to parents and students in the parent and student handbooks.

Per Education Code 48900 *et al.*, students at SDCCS may be suspended for the following offenses. Items marked with a * are offenses that may require police contact and a recommendation for expulsion:

- Physical injury to another person*
- Possession of weapons*
- Possession/use of illegal substance*
- Robbery/Extortion/theft
- Damage to school or personal property*
- Obscenity/vulgarity
- Vaping and tobacco use: See details of vaping and tobacco use policy
- Drug paraphernalia*
- Receiving stolen property*
- Possession/use of imitation firearm*
- Sexual assault/battery*
- Harassment
- Selling prescription drugs*
- Hazing*
- Aiding & Abetting
- Sexual Harassment (grades 4-8)
- Hate violence* (grades 4-8)
- Intimidation through harassment/threats* (grades 4-8)
- Terroristic threats*

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension or expulsion and will be provided with a copy of their due process rights. The student and his/her parents shall also be allowed the opportunity to meet with the school principal to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of the suspension.

If a student is to be suspended for more than five consecutive days to 20 total days within the year, or if expulsion is recommended, the following procedures apply.

1. The student must be given written notice of the proposed long-term suspension or expulsion and of the reasons. If the student or his/her parents contest the proposed disciplinary action, they will have ten business days from the date of delivery of the written notice of suspension or expulsion to declare in writing their request for an appeal that is to be submitted to the principal.
2. In necessary situations, an Expulsion Committee will be convened. The Expulsion Committee will be made up of the executive director, at least one school administrator, and one staff member that had no direct association with the disciplinary actions to be reviewed.
3. The Expulsion Committee will convene and respond to the appeal within 15 business days. The Expulsion Committee will consider the evidence and/or testimony, as it deems appropriate and will provide a written recommendation that shall be in the best interest of the students and the School. The Expulsion Committee recommendation will be forwarded to the Board of Directors for action. The Board's decision shall be final.
4. The student shall have the right to be represented by counsel at the hearing before the Expulsion Committee and before the Board of Directors, in closed session (or at the student's request, in open session), to present evidence on his/her own behalf, and to confront and cross-examine adverse witnesses and School representatives.
5. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights and must specify the date, time, and place of the disciplinary hearing. The disciplinary hearing shall be held within 30 days from the date the student was originally suspended.
6. In cases where the student is recommended for expulsion after suspension, the student will remain in suspension status until the expulsion hearing and will participate in a home study or other alternative program.
7. Once a charter student is expelled, rules of district residency apply. A charter-expelled district student must be treated the same as district expelled students and must comply with Education Code section 48915.1. The School will notify the District of any expulsions and will forward the student's residence and records.
8. Charter school practice (for suspensions and expulsions) for Special Education students will be in accordance with federal and state laws, especially in relation to the maximum number of days for which a pupil can be suspended and in those instances when a student may be suspended pending an expulsion hearing. SDCCS will use a computer-based system for recording behavior incidents including suspension and expulsion. The School

Principal will notify the Special Education Administrator and may consult with the SELPA if a student with an active IEP is suspended for any reason.

Effective January 1, 2009 school officials may suspend or recommend for expulsion students who participate in sexual harassment, hate violence or severe or pervasive intentional harassment, threats, or intimidation that are committed personally or by means of an electronic communications device or systems.

Students who are suspended are to remain at home during school hours under the direct supervision of the parent or guardian. Suspended students are prohibited from entering the premises of The San Diego Cooperative Charter School except in connection to an authorized or official meeting related to the suspension. If a student is recommended for expulsion a 5 day suspension will be issued.

Harassment

In accordance to Education Code Section 32261, San Diego Cooperative Charter School is committed to making schools free from any kind of harassment, including sexual harassment, and prohibits such actions by any person in the educational setting. Harassment is defined as any verbal or nonverbal conduct that has the purpose or effect of a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Sexual Harassment

San Diego Cooperative Charter School is committed to making the schools free from sexual harassment. This means that San Diego Cooperative Charter School prohibits harassment made by someone from or in the educational setting. Sexual harassment can be such actions as unwelcome sexual advances; request for sexual favors; or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting. San Diego Cooperative Charter School prohibits conduct that has the purpose or effect of having a negative impact on the student's academic performance or creating an intimidating, hostile, or offensive educational environment. San Diego Cooperative Charter School further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

Policy for Bullying Prevention

The San Diego Cooperative Charter School believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance. SDCCS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Acts of this nature shall be considered bullying when the elements of bullying behavior are also present. The three elements of bullying include: (1) a power differential (either in physical size or popularity); (2) repetitive; (3) and intentional.

Bullying, Harassment, and Intimidation Policy

Bullying (including cyberbullying), harassment, or intimidation in any form are prohibited at school or school-related events (including off-campus events, school-sponsored activities, school buses, any event related to school business) or outside of school hours with the intention to be carried out during any of the above.

Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic. SDCCS further prohibits the inciting, aiding, coercing, or directing others to commit acts of bullying or cyberbullying, harassment, or intimidation. Any staff member who observes overhears, or otherwise witnesses such actions or to whom such actions have been reported must take prompt and appropriate action to stop the behavior and to prevent its recurrence. Students who observe, overhear or otherwise witness such actions must report them to a staff member. Parents or guardians and visitors are also encouraged to report the behavior to a staff member. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below.

SDCCS expects students and/or staff to immediately report incidents of bullying to the principal or designee. All staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be documented by a referral to the principal and be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off-campus, and during any school-sponsored activity. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below.

Students in violation of this policy are subject to progressive disciplinary as follows: (The principal has broad discretion to alter the consequences recommended below)

First Incident: Verbal Warning and parents may be notified.

Recorded in writing by a referral to the school counselor; the counselor investigates the incident, identifies the elements of violation (power difference, repetitive, and intentional). The counselor notifies the principal. The principal meets separately with the victim, the perpetrator, and any witnesses. The principal notifies the staff and will likely contact the parent.

Second Incident: Up to Two Days In-School Suspension.

Recorded in writing by a referral to the principal; principal investigates the incident, notifies the parent, notifies all staff, and places the student on two days of in-school suspension.

Third Incident: Up to Two Days In or Out-of-School Suspension.

Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent, notifies all staff; and places the student on four days of suspension.

Fourth Incident:

Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent; and can place the student on up to five days of suspension pending expulsion.

HEALTH REQUIREMENTS

Health Screenings

Vision and Hearing screenings will be provided as required by state law at the following levels:

- Hearing screening for all students in first, second, fifth, and eighth grades.
- Vision screening for all students in kindergarten, second, fifth, and eighth grades.
- Students referred by parents or school personnel may also be screened.

Exclusions from Screenings: Any parent may opt their child out of screening by contacting the school.

Medication at School

- Any student who is required to take medication prescribed by a California licensed physician during the regular school day can be assisted by the school staff if the school receives a written statement from the physician. Forms are available in the office.
- Prescription medications must be in the original pharmacy container with the original prescription label adhered to the container.
- No other prescription or over-the-counter medications, vitamins, herbs, or alternative medications may be carried by students on their person, in a backpack or other container except as indicated above and with the express knowledge and permission of the school.
- If a child requires an over-the-counter medication on an ongoing basis, the parent may obtain a physician's order form authorizing other staff to give the medication.
- All medication will be returned at the end of the school year. No student medication will be kept at school over the summer

Immunization (Shot) Requirements

California Health Laws require that all students under age 18 years, pre-kindergarten through grade 12, be immunized against certain diseases unless they are exempt for medical reasons. At the time of registration, the school is required to have proof that your child has received all currently due immunizations.

See Immunizations box for specific requirements. Check with your pediatrician, family physician or medical clinic to make sure your child is fully immunized. Your child will be excluded from attending school if these requirements are not met.

Information on obtaining a permanent medical exemption for your child is available by contacting the front office, office@sdccs.org or at the San Diego County website San Diego County Vaccines.

7th Grade Varicella and Tdap:

As of July 1, 2019, California Health Laws require that students entering the 7th grade must have two doses of Varicella and a Tetanus, Diphtheria, Pertussis (Tdap) booster, given after age 7, prior to entering the 7th grade. This school immunization law affects all students in public and private schools. Parents must show their child's Immunization Record as proof of immunization. Students of all grade levels (TK-12) transferring to a new school need to meet all age-appropriate immunization requirements.

Immunizations

Children entering UTK/TK/Kindergarten through 12th Grade must have:	
4 Polio	3 doses meet requirement if at least one was given on or after the 4th birthday
5 DTap	4 doses meet requirement if at least one was given on or after the 4th birthday; 3 doses meet requirement if at least one was given on or after the 7th birthday
3 Hep B	
2 MMR	
2 Varicella	Both doses on or after 1st birthday

Children entering grades 7th-12th must have:	
All of the above	
1 Tdap Booster Shot	Whooping cough booster usually given at 11 years and up

Immunization Resources

[California Department of Public Health \(Shots for School\)](#)

Shots for Schools [TK-12 \(English\)](#) [TK-12 \(Spanish\)](#)

[Immunization Exemptions](#)

[Senate Bill 277](#)

Kindergarten Physical Exam

California's Child Health and Disability Prevention (CHDP) Program requires all school-aged children to have a physical exam on record with the school. The San Diego Cooperative Charter School has made this a requirement for kindergarten. Please submit a copy of your child's medical checkup to the school when you register for kindergarten or as soon as it is completed during kindergarten. You are encouraged to obtain this exam by kindergarten entry to make sure that your child is healthy and ready to learn. Parents or guardians needing assistance in meeting this requirement may call 1-800-675-2229. If a physical exam is against your personal beliefs, you must sign a CHDP waiver form at the school. Students who have not met this requirement by the appropriate date may be excluded from school attendance for up to five days.

K-1 Physical Exam

California's Child Health and Disability Prevention (CHDP) program mandate that every child have a physical examination before entering school in kindergarten or first grade. The examination may be completed up to 18 months before the start of first grade. Parents or guardians are required to present a report of examination or a waiver statement to the school within 91 days of entry to first grade. Students who have not met this requirement by the appropriate date may be excluded from school attendance for up to five days. Parents/guardians needing assistance meeting the requirements can call (800) 675-2229. You are encouraged to complete this exam at kindergarten entry to ensure your child is healthy and ready to learn.

K-1 Dental Exam (OHA)

Effective January 1, 2007, an Oral Health Assessment (dental examination) by a licensed California dental health professional is required for children entering public school for the first time (at kindergarten or first grade). The Oral Health Assessment must be completed and returned to the school by May 31 of that first school year (at kindergarten or first grade). Assessments done 12 months prior to school entry also meet this requirement. Obtain the form from the school or your dental health provider to complete. Parents/guardians may sign a waiver of this requirement which is found on the OHA form available at the school. There is no penalty or exclusion if this requirement is not met. The parent/guardian may call (800) 675-2229 for assistance in finding a provider for the Oral Health Assessment.

Pediculosis Policy (Head Lice)

Lice are a common problem in any area that children gather. They can be pesky and bothersome, but they are not disease-carrying vectors and pose no health risk to children or adults. Parents of children ages 3-11 should perform routine head checks at home. The San Diego Cooperative Charter School follows a No Lice Policy that includes early detection via screening, distribution of educational materials, and treatment of children with live lice. This policy is described in detail in the "Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, 2008" published by the California Department of Health and can be found on a link on our school website. The school will take the following actions for screening and treatment:

- Students with live lice will be sent home for treatment. Students with nits will be permitted to stay in school and parents will be contacted and provided with information materials and directed to treat their child(ren) at home for lice.
- Because it takes 6-9 days for nits (eggs) to hatch, children who are found to have lice must be checked again for the presence of live lice (louse).
- Schoolwide and classroom-wide notification of lice cases will not be permitted. The Health Department guidelines and our own experience have shown that this does not work and is causing children to be singled out by their peers and by some adults.
- Chronic lice cases will require that parents/guardians consult with a medical doctor for treatment options and provide documentation of treatment to the office.

Control of Communicable Diseases

The San Diego Cooperative Charter School is required to cooperate with the San Diego County Department of Health and Human Services to prevent and control communicable diseases in school-age children. When there is good reason to believe a student has a contagious or infectious disease, the parent will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease. Please see the addendum for COVID information.

Asbestos Awareness

Asbestos Hazard Emergency Response Act (AHERA) Notification: As tenants of SDUSD, we defer to their policies, and SDUSD has established an effective asbestos management program in compliance with the Asbestos Hazard Emergency Response Act. Efforts include periodic six-month surveillance, mandatory three-year re-inspections by EPA-certified inspectors, and ongoing operations and maintenance activities to ensure protection for building occupants, custodians, and maintenance workers as recommended and supported by the EPA. A copy of the applicable site management plan is available at each school and district facility and can be reviewed by contacting the principal or site administrator. Questions regarding the management plans or asbestos conditions should be addressed to the SDUSD Safety, Training, Personnel, and Environmental Compliance Department at (858) 627-7174.

Pesticide Use and Notification

The San Diego Cooperative Charter School complies with the Healthy Schools Act of 2000 requiring the use of effective and least toxic pest management practices and provides annual notification to all parents/guardians of students enrolled at an SDUSD site with a listing of all pesticides that may be applied at their site. Parents or guardians may request prior notification of individual pesticide applications for their school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. In an emergency that requires spraying of pesticides, the site will be notified and signs posted; however, those listed on the registry will not be notified.

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by San Diego Cooperative Charter School of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our **Local Control and Accountability Plan (LCAP)**.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibilities of San Diego Cooperative Charter School

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the San Diego Cooperative Charter School that are subject to the UCP.

The San Diego Cooperative Charter School developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by our board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)¹
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

¹ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

Allegations of child abuse shall be referred to the County Department of Social Services (DSS), Protective Services Division, Child Protective Services (CPS), or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination, harassment, intimidation, or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

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 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 pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California *Education Code (EC)* Section 52060(d).²

The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private

² San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of *EC* Section 49010 through 49013 relating to pupil fees and information regarding the requirements of *EC* Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

Filing UCP Complaints

When Filing Pupil Fees UCP Complaints

A pupil fees complaint may be filed with the Executive Director, Administrator or designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

When Filing All UCP Complaints

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the San Diego Cooperative Charter School to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

- I. The findings of fact are based on the evidence gathered.
- ii. Conclusion of law.
- iii. Disposition of the complaint.
- iv. The rationale for such a disposition.
- v. Corrective actions, if any are warranted.
- vi. Notice of the complainant's right to appeal our Decision to the CDE.
- vii. Procedures to be followed for initiating an appeal to CDE.

The Executive Director, Administrator, or designee shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the ³complainant the resolution of the complaint within 45 working days of the initial filing. If the program administrator makes this report, he or she shall also report the same information in the same timeframe to the Executive Director or designee.

UCP Complaint Investigation

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is

Name or title: Executive Director

Unit or office: San Diego Cooperative Charter School Linda Vista

Address: 7260 Linda Vista Rd.

Phone: (858) 496-1613

Electronic mail address: sarah@sdccs.org

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

The San Diego Cooperative Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* Section 200 and 220 and Government Code (*GC*) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (*PC*) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal ⁴discrimination, harassment, intimidation or bullying laws.

UCP Complaint Resolution

If San Diego Cooperative Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall to go all affected pupils and parents/guardians.

³ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

⁴ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We shall report summarized data on the nature and resolution of all state health and safety issues complaints on a quarterly basis to our Board of Directors.

The report shall include⁵ the number of complaints by the general subject area with the number of resolved and unresolved complaints.

We are aware that all complaints and responses are public records.

UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our Decision of a UCP complaint to the State Superintendent of Public Instruction (SSPI) or his or her designee at the CDE (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.

To appeal our Decision on all UCP complaints except State Health and Safety Issues the complainant must file a written appeal within 15 days of receiving the Decision to the SSPI.

To appeal our Decision of State Health and Safety Issues only the complainant must file a written appeal within 30 days of receiving the Decision from the SSPI.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition, the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

A complainant not satisfied with the resolution of the program administrator or the designee of the Executive Director has the right to describe the complaint to our board at a regularly scheduled hearing.

The SSPI shall comply with the requirements of 5 *CCR* section 4633 and shall provide an Investigation Report to the State Board of Education describing the basis for the complaint, our response to the state health and safety issues complaint and its remedy or proposed remedy.

Appeals to the California Department of Education

⁵ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the ⁶CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Chief Executive Officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Additional information can be found at <https://www.cde.ca.gov/re/cp/uc/>

Federal and State Laws Cited:

20 *United States Code (U.S.C.)* section 6301 et seq.

34 *Code of Federal Regulations (CFR)* sections 299.11

California Education Code (EC) sections 200, 220, 222, 234.1-234.5, 262.3, 8235.5, 8200–8493; 8500–8538, 32280–32289; 33315; 35186, 46015, 47606–47606.5, 47607.3, 48645.5, 48645.7, 48853, 48853.5, 48985, 49010-49013, 49069.5, 51210, 51223, 51225.1, 51225.2, 51228.1–51228.3, 52060-52075, 52300–52462, 52500–52616.4, 54440–54445, 64001, 65000.

California Government Code (GC) sections 11135, 17581.6(f).

California Penal Code (PC) section 422.55.

California Welfare and Institutions Code (WIC) sections 300

⁶ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

⁷ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP)

Annual Notice

San Diego Cooperative Charter School

⁸2020—2021 UCP Annual Notice

The San Diego Cooperative Charter School annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees and other interested parties of the Uniform Complaint Procedures (UCP) process.

The San Diego Cooperative Charter School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education, Career Technical, Technical Training (state)
- Career Technical Education (federal)
- Child Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

⁸ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

Pupil Fees

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 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 pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the Executive Director, Administrator or designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in *Education Code* Sections 48645.7, 48853, ⁹48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations* that apply to California state preschool programs pursuant to *HSC* section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

Contact Information

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Executive Director, Sarah Saluta

7260 Linda Vista Rd.

San Diego, CA 92111

858-496-1613

sarah@sdccs.org

⁹ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures

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

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees, and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.



SDCCS
LINDA VISTA

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____

First Name/MI: _____

Student Name (if applicable): _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #:

City: _____ State: _____

Zip Code: _____ Home Phone: _____

Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ After School Education and Safety
- ☐ American Indian Education
- ☐ Bilingual Education
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ Compensatory Education
- ☐ Economic Impact Aid
- ☐ Every Student Succeeds Act / No Child Left Behind Programs
- ☐ Foster/Homeless Youth Education
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education
- ☐ School Safety Plan
- ☐ Special Education
- ☐ Pupil Fees Pupils from Military Families Migratory Pupils
- ☐ Tobacco-Use Prevention

Education For allegation(s) of unlawful discrimination, harassment, intimidation or bullying please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age Ancestry Color Disability (Mental or Physical)
- ☐ Ethnic Group

- ☐ Identification Gender/Gender Expression / Gender Identity Sex (Actual or Perceived) ¹¹
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Genetic Information Immigration Status/Citizenship Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin Race
- ☐ Ethnicity Religion

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Sarah Saluta
7260 Linda Vista Rd

¹¹ San Diego Cooperative Charter School Uniform Complaint Policy and Procedures



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

San Diego Cooperative Charter School (SDCCS) is committed to providing a safe, effective, and orderly learning environment for all of its staff, parents and students. Our entire staff at SDCCS firmly believes that all students can learn when given the opportunity and time to be successful. SDCCS provides instruction and materials complying with district/state guidelines and requirements. SDCCS's staff, students, parents, and community members are all working together to ensure that each child reaches his/her maximum potential and become a productive member of society. SDCCS has an operational School Site Council (SSC), an English Language Advisory Committee (ELAC), and Parent Teacher Group (PSA) to provide input about school direction and student needs. We believe that it takes a community, teachers, parents, and students, working together in order to develop successful, productive, future members of society.

SDCCS includes parents in the development, evaluation, and revision of the Title I Program and the Family Engagement Policy. Parent input regarding the Title I Family Engagement policy is sought annually at a Board of Directors Meetings. Parents have the opportunity to provide input during Title I Family Engagement Meetings, SSC/ELAC Meetings, Parent Teacher Group (PSA) meetings and Annual Title 1 Meeting and through regular on site engagement.

SDCCS will distributed the policy to parents of Title I students. The policy is distributed to parents through newsletters and on the website, as well as at SSC/ELAC and PSA meetings. Copies of the Title I Family Engagement Policy are also available to parents in the office. The policy describes the means for carrying out the following Title I Family Engagement requirements [20 USC 6318 Section 111 B(a)-(f) inclusive]

- SDCCS includes parents in the development, evaluation, and revision of the Title I Program and the Family Engagement Policy. Parent input regarding the Title I Family Engagement policy is sought annually at the Title I Family Engagement Meetings, SSC/ELAC Meetings, Parent Teacher Group (PSA) meetings and Annual Title 1 Meeting.
- SDCCS has distributed the policy to parents of Title I students. The policy will be sent out schoolwide, put on our website and distributed at our SSC/ELAC and PSA meetings. Copies of the Title I Family Engagement Policy are also available to parents in the office. The policy describes the means for carrying out the following Title I Family Engagement requirements [20 USC 6318 Section 111 B(a)-(f) inclusive].

To involve parents in the Title I, Part A programs, the following practices have been established:

To involve parents in the Title I program at SDCCS, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- School Site Council meets to monitor programs at SDCCS including the Family Engagement policy. The role of the council is to jointly develop the Family Engagement policy, monitor current programs and evaluate their effectiveness, and expand and/or modify program strategies and components as necessary.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- Parents have input regarding how Title I Budgets are spent at School Site Council meetings held throughout the school year. During these meetings SDCCS Plan for Student Achievement is reviewed and modified.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

SDCCS has offered multiple ways for parents to engage and we have increased access by offering the meetings both in person and remotely.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. In addition to the Title I Parent meetings, all parents are invited to SSC Meetings, PSA and ELAC meetings which are held throughout the school year.

- Communication methods such as notices, newsletter and parent workshops are used to communicate meeting dates. 2 The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

SDCCS provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the developmental markers for their students.

- School Site Council Meetings
- English Language Advisory Committee Meetings
- Parent Meetings and Workshops
- Student Study Team Meetings
- Project Nights
- IEP Meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- Communication methods such as Administrative newsletters, Teacher newsletters, Buenos Dieas Coffee, parent workshops and PSA are used to communicate meeting dates.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Input from Parent Surveys as well as input from the community from on-site conversations (Buenos Dias Coffee, pick-up and drop-off) are used to determine workshop topics.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- All School Site Council and English Language Advisory Committee Meetings have a public hearing section where parents and community members can state their concerns. In addition, at our PSA meetings they discuss ways to improve our school and work directly with the Administration.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Academic Content Standards and assessments are discussed at reviewed at The Board of Directors Meetings, Back to School Nights and Parent-Teacher conferences held twice during the school year.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parent workshops are developed to assist parents in understanding their child's school experience.
- Online programs and tutoring are available for parents to work with their children at home.
- Teachers send additional academic materials and information home.
- Social Emotional Education programs are provided for families to ensure we have a shared language and program to support emotional health for all of our students.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Regular Parent Workshops, Project Nights and events are scheduled throughout the school year.
- Parent Workshops are scheduled during the school day, before and after school and in the evenings.
- Parents are reminded of the supports for at home tutoring through FEV Tutors.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and

support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parents are notified of programs and offerings and are encouraged to attend through Newsletters, emails and facebook in both English and Spanish.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Parents are notified of programs and offerings and are encouraged to attend through Newsletters, emails and facebook in both English and Spanish.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Input from a variety of measures is used to tailor workshops and other programs.
- We continue use both in person and online accessibility so that parents can engage remotely
- Childcare is provided during parent workshops and programs to better facilitate parent attendance.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- All notices regarding meetings, activities, conferences and events are sent in English and Spanish.
- School newsletters, notices, and informational packets sent home with parents regularly

TECHNOLOGY

Network Use Guidelines

Students will have access to:

- Students in grades 3-8 will have Email accounts to allow communication within the organization.
- Information, online databases, and news from a variety of sources and research institutions.
- The San Diego Cooperative Charter School provided access to software to support student learning.
- Collaborative web-based programs for the purpose of project-based learning.
- Online courses and curriculum, academic software and electronic learning resources.

Responsibilities

The San Diego Cooperative Charter School has taken reasonable precautions to restrict access to “harmful matter” and to materials that do not support approved educational objectives. “Harmful matter” refers to material that, taken as a whole by the average person applying contemporary statewide standards, describes in an offensive way material that lacks serious literary, artistic, political or scientific value for minors. (Penal Code, section 313)

The teacher and staff will monitor and guide students to choose resources on the Internet that are appropriate for classroom instruction and/ or research for the needs, maturity, and ability of their students.

Prohibited Uses

Transmission of any material in violation of any federal or state law and The San Diego Cooperative Charter School policy is prohibited. This includes, but is not limited to, the distribution of:

- Information that violates or infringes upon the rights of any other person;
- Bullying by using information and communication technologies (cyberbullying);
- Defamatory, inappropriate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal material;
- Advertisements, solicitations, commercial ventures or political lobbying;
- Information that encourages the use of controlled substances or the use of the system to incite crime;
- Material that violates copyright laws.
- Vandalism, unauthorized access, “hacking,” or tampering with hardware or software, including introducing “viruses” or pirated software, is strictly prohibited (Penal Code, Section 502).

Warning: Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) may close an account at any time deemed necessary. Depending on the seriousness of the offense, any combination of the following policies/procedures will be enforced: Education Code, The San Diego Cooperative Charter School procedures, and school site discipline/ network use policy.

Network Rules and Etiquette

***See addendum for detailed Student Online Norms Policy.**

We expect both students and adults to act appropriately while using technology. These include, but are not limited to, the following.

- Be polite. Do not send abusive or offensive messages to anyone.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
- Be respectful of your audience.

Note: Email and web-based programs are not private and are subject to review by The San Diego Cooperative Charter

School staff. People who operate the system have access to all mail. Messages relating to, or in support of, illegal activities must be reported to appropriate authorities.

- Maintain privacy. Do not reveal the personal address, phone numbers, personal web sites or images of yourself or other persons. Before publishing a student's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
- Cyberbullying is considered harassment.
- Respect copyrights. All communications and information accessible via the network are assumed to be the property of the author and should not be reused without his/her permission.
- Do not disrupt the network.

Social Media Parent and Student Expectations

- Parental and community feedback is important for schools and its departments. If you have a compliment, complaint or inquiry about an issue at school, the best approach is to speak directly to the school administration about the matter, rather than discussing it in a public forum. The staff works really hard to create programs and it can be hurtful to see it being publicly criticized.
- While many schools use social media to update parents of school notices, the school and departments prefer that parents contact the school directly with a complaint or inquiry due to privacy considerations. Imagine if your doctor, accountant, or banking institution tried to contact you to discuss important matters via Facebook.
- If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.
- Keep comments calm and polite, just as you would in person.
- If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, please contact the school administration immediately.

Cyber-Bullying

Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Using personal communication devices or The San Diego Cooperative Charter School property to cyber-bully one another is strictly prohibited and may result in the cancellation of network privileges and /or disciplinary action. Cyberbullying may include but is not limited to:

- Spreading information or pictures to embarrass;
- Heated unequal argument online that includes making rude, insulting or vulgar remarks;
- Isolating an individual from his or her peer group;
- Using someone else's screen name and pretending to be that person;
- Creating or using a falsified screen name or profile;
- Forwarding information or pictures meant to be private.

Security

Security on any computer system is a high priority. If you feel you can identify a security problem, notify the Technology Department either in person, in writing, or via email at tech@sdccs.org. Do not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the use of technology on campus.

Vandalism

Vandalism will result in cancellation of technology use privileges. Example of vandalism is a hacker or cracker who breaks

into a computer system with the sole intent of defacing and or destroying its contents. This could include others' work.

Cellular Telephone and Electronic Signaling Device Policy

Education Code section 48901.5 allows school boards to set policy on the use and possession of cellular telephones and other electronic signaling devices on school campuses. Board of Education Policy H-6980 allows student possession and use of cellular phones and other electronic signaling devices on school campuses, at school-sponsored activities, and while under supervision and control of The The San Diego Cooperative Charter School employees under the following circumstances:

- All students (K-8) may use these devices on campus before school begins and after school ends.
- The devices must be kept out of sight and turned off during the instructional program and in the classroom.
- Unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. The device will be placed in the front office and a parent or guardian must pick it up from office staff.

Student/Parent or Guardian Chromebook & Technology/Platform Agreement

The online platform established during school closure is designed to help students remain connected to SDCCS for social well-being and academic purposes. All families who have internet access received or were provided an opportunity to receive a school-issued Chromebook. Families who are unable to access the internet will receive assistance in setting up affordable services or receive their work in the form of paper packets. Numerous companies are offering internet services at this time, and families who need connectivity are encouraged to take advantage of those services. Students are authorized to use SDCCS's technology and online services in accordance with user obligations and responsibilities specified in the handbook and below. The choice of a student/Parent or Guardian to violate these requirements may result in the cancellation of user privileges and/or disciplinary action. Families who do not agree to the terms of the technology platform below may be able to receive packets via mail as an alternative to the online platform Kavod has established; however, as the Kavod team does not have access to the campus in which to make copies, we can only guarantee mailed support packets to the families who we have confirmed do not have internet access.

Team Member Contact for Families with Questions/Concerns:

- ❑ **Regarding Devices:** Andy Yen, andy@sdccs.org
- ❑ **Regarding Social Concerns:** The student's Teacher or counseling staff monique@sdccs.org or

betsy@sdccs.org

General Technology/Program Participation Agreement

·Parents agree to take responsibility for monitoring SDCCS students when on the internet/technology for schoolwork. Regardless of what device a student is using, when completing schoolwork SDCCS only condones the sites provided by the team members for assignment completion and the platforms provided to complete those assignments. Parents are expected to review their children's search and chat history daily.

·Use of any part of the SDCCS platform, such as Google Docs/Drive, Google Classroom, Google Hangouts, Google Meet, Zoom and School-email if granted, other school-approved platforms and Internet resources shall be for educational purposes. Parents are agreeing to the use and terms of these organizations when allowing your child to access these systems. Students have no right to or expectation of privacy when using School technology and systems.

· SDCCS will record live-sessions so that students who cannot attend sessions in real-time can review them later. All parents who allow their children to participate in video-chat platforms are approving for their children to be recorded and maintained in the school platform. These recordings are not protected under a parents' non-consent to a media release. No child/family may share SDCCS class recordings. If parents have concerns with their child being recorded, they will need to forgo participating in the live-sessions and watch the recording at a later time or take precautions that as a family they feel comfortable with to allow their child to participate. The recorded lessons

will be accessible to other children throughout the duration of the closure and may be shared at SDCCS's discretion on other platforms.

- Students must respect the files of others. Students may not share passwords or log into another student's account. They may not use, alter, read, or delete another student's file(s).

- In written work on school computers, students must use appropriate language. Do not swear, use vulgarities, or any other inappropriate or offensive language.

- Students may not harass or bully anyone, including through cyberbullying, and may not use the chat or video features for anything deemed harmful or hurtful in manner. Students and families are expected to talk with your children about the emotional consequences of such actions, and to review the SDCCS Parent handbook, which provides specific details about Cyberbullying and Bullying consequences. The student shall report any concerns to the teacher or school counseling.

- The student shall not use the system to promote unethical practices or any activity prohibited by law or SDCCS policy. Illegal activities are strictly forbidden and may be reported to the authorities.

- Parents are acknowledging that social media accounts are Federally prohibited for children under the age of 13.

- SDCCS students may not give personal information when using the Internet.

- The student shall not transmit or access material that is considered inappropriate for school; including threatening, obscene, disruptive or explicit to physical interactions or the human body in an intimate manner, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

- The San Diego Cooperative Charter School has a Facebook Page to keep our community connected. The SDCCS Parent Group is private to only team members and parents. Postings of positive comments by parents on this group may be used/shared by SDCCS beyond this page for other purposes. SDCCS prohibits the sharing of images of students by parents/families unless it is your own child. Images from the SDCCS Parent Group are strictly prohibited from being shared beyond those platforms by parents/families for any reason or on other platforms. Parents who share photos of children who are not their own children are assuming the liability for sharing those images.

- The majority of our mid to upper grade elementary and middle school students will be able to effectively access google classroom system and will be able to independently complete most of the work. It is imperative that the Explorers complete these assignments independently; parents may not complete assignments for their students. Our students will need the most assistance with the following:

- Navigating the Google classroom platform and logging into classes (depending on age)
- Monitoring time, especially to support them in joining, when possible, the real-time/interactive classrooms with their teachers/classmates and transitioning
- Encouraging them to try their best
- Holding the accountable for their social interactions

- Starting a chat on Google Hangouts is the equivalent to walking into a classroom or office without a set appointment. The team members are all working on the other end of the computer and may not be able to effectively support in real-time. Parents should not use Google Hangouts to contact teachers unless provided permission specifically by the teacher, use email instead. Students may only use Google hangouts during applicable hours for the teacher, if that is a method of communication the teacher is supporting. Parents and students should not use Google Hangouts to contact the administration, use email instead.

Chromebook Specific Agreement:

- Students may only use the computers and internet for purposes approved by the teacher. Students must ONLY use apps or websites in which the teacher has instructed them to use. The computers are for use in completing work and connecting to the SDCCS community only. Parents agree to take responsibility for monitoring students

when on the internet/technology for schoolwork and when using the school-issued Chromebook. SDCCS works to provide a firewall and other structures to monitor student internet activity while on campus. Chromebook usage off-campus has fewer restrictions; therefore, parents must carefully monitor child use on the Chromebooks. SDCCS will not provide access to singular sites based on parent requests. SDCCS only condones the sites provided by the team members for assignment completion and the platforms provided to complete those assignments specific to SDCCS work. Parents are recommended to review their children's search and chat history regularly.

- Students are NOT to check personal email or browse the internet freely for personal entertainment purposes. Commercial, political, and/or personal use of the system is strictly prohibited. SDCCS reserves the right to monitor any communications for improper use.
- SDCCS may not set up social media accounts or use Chromebooks for social media purposes. Parents are acknowledging that social media accounts are Federally prohibited for children under the age of 13.
- Students must NOT change the "settings" on any devices unless specifically asked to by their teacher.
- The use of the camera or video on any device, including a personal device, is prohibited, unless the student receives explicit permission from a SDCCS Faculty/Staff member for a specific educational/school purpose.
- Copyrighted material may not be placed on the system without the author's permission. Users may download copyrighted material for their own use and only in accordance with copyright laws.
- Vandalism and or theft of school property (including but not limited to electronic files and databases) is prohibited. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy, steal, or alter Kavod equipment or the materials or the data of any other user. I will not remove or alter the laptop label or change its appearance in any way.
- The computers average \$200 per device. Parents are agreeing to reimburse SDCCS for any damage incurred while in the possession of the family. If the device is damaged, it must immediately be reported to Andy Yen, andy@sdccs.org. Any initial damage upon receipt should be noted to ensure a family is not held responsible for any prior damage. Families may not try to repair the damage.
- Families may not loan the Chromebook to others.
- The student shall report any security problem or misuse of the network to the teacher or Andy Yen.
- Students should wash their hands before using any classroom technology.
- No food/drinks should be near our Chromebooks at any time.
- Chromebooks must be cared for and treated with RESPECT.
- Chromebooks are on loan to students throughout the duration of distance learning and must be returned to the school at the designated location and time provided by the school when requested. If it is not provided back, the parent agrees to the charge of \$200 to replace the Chromebook.

Use of or Reference to The San Diego Cooperative Charter School Name or Logo

The words "The San Diego Cooperative Charter School" (and any derivations such as "The CoOp School", "SDCCS") and the school logos are intended to identify our schools and to represent the image and qualities that define our program. In order to maintain these qualities, utilizing, making reference to or presenting images of the various forms of the school name and/or school logos in the furtherance of any project, business, internet presence, electronic communication, political campaign or other activity is prohibited without the specific authorization to do so from the Executive Director of The San Diego Cooperative Charter School.

Textbook Policy

Students are responsible for all textbooks checked out to them. Textbooks are checked out to students by textbook

number and must be returned in excellent condition. This means no writing, graffiti, food, or water damage. Students and their families are responsible for paying for lost or damaged materials. Textbooks in general cost about \$60 each. Students are required to cover their textbooks using a paper cover or purchased stretch cover. Contact paper and sticky covers are not permitted. Thank you for helping us to provide and maintain high-quality materials for our classrooms.

Fire Drills, Lockdown and Emergency Drills

Student safety is a number one priority at The San Diego Cooperative Charter School. Every month, we have an emergency drill to prepare our students for an actual emergency. If you ever happen to be on campus during an emergency drill, **you must follow the directions of staff and evacuate the building if directed to do so.** Under no circumstances can anyone remain in a building if we are evacuated for a drill. It is important we demonstrate to the children the actions that we all must take in emergency drills as if it was an actual emergency.

Free/Reduced Lunch and Breakfast

To help our students be prepared to learn, free and reduced-price meals are available. Information about this program is available at the school office.

The San Diego Cooperative Charter School Parent Agreement and Understanding

The San Diego Cooperative Charter School is a school of choice and parent participation is critical in order to be successful. This agreement and understanding have been prepared to promote a clear and effective partnership between the parents and the schools. Below you will find The San Diego Cooperative Charter School Parent Agreement and Understanding, a summary of drop-off and pick up procedures, and a summary of Field Trip procedures, which are explained in detail earlier in the handbook. Please read each of these and then execute the signature page acknowledging you have read the listed materials and agree to be bound as stated on the signature page.

Expectations of Parents:

1. Full participation by all is critical to the success of this cooperative program. * Please refer to the parent volunteer guidelines specific to COVID-19.
2. Parents will log their volunteer hours using our online system or will seek help from The San Diego Cooperative Charter School Technology Director.
3. Class meetings are scheduled approximately two to three times during the year. Goal-setting conferences are held in the fall and student-led conferences are in the spring for TK-8. These meetings are an enriching time, offering the exchange of ideas about the class and about children's growth and development. Parents are expected to attend the conferences.
4. Children should be brought to the school on time and picked up on time. Our primary concern is for the well-being of the child and respect for the staff. The school in its sole discretion will not release any child to an adult who appears unable to safely transport the child home. In the event this happens, the school will rely on the enrollment form to call another adult authorized to pick up the child.
5. Field Trip procedures:
Field Trips require a separate Permission Slip for each trip. Field Trips that require automobile transportation will also require a signed driver Information sheet.
6. Our school is partially funded by the State in accordance with student attendance. It is the parent's responsibility to report their children absent from school. Attendance and punctuality are important at The San Diego Cooperative Charter School. Review the complete attendance policy on our website www.sdccs.org.
6. It is the intention of our school to forge a strong sense of respect for our students. All adults are expected to model the behavior we expect of the children. Reminders will be sent to adults who violate this principle of conduct. To this end, any interactions between and among any members of our school community will be respectful. Parents concerns should be addressed as follows:
 - a. If a parent has a concern about their child or their child's classroom, their first contact should be with the child's teacher. If a solution cannot be reached with the teacher, the Principal will be asked to step in and then follow the Grievance Procedure outlined in The San Diego Cooperative Charter School Administration Regulations (AR1312).
 - b. If parents wish to visit a classroom outside of the time that they are actively volunteering in the class, the visit must be cleared with the Principal
 - c. Parents and staff are expected to be sensitive to the privacy of others. Therefore, any discussions of concerns relating to the classroom or to specific needs of children shall be limited to the parties directly involved and in locations that afford some measure of privacy.
 - d. We expect all families to support our behavior principles of respect for self, others, and the environment. In the event a parent demonstrates the inability to act in a safe or appropriate manner with the children, staff or other parents, The San Diego Cooperative Charter School reserves the right to take action deemed appropriate by the Principal, including exclusion from the classroom, field trips, and/or the

school.

The School's Obligations

1. The school shall be child-centered, shall consist of small groups of children, and shall have a high ratio of adults to children in the classroom. A safe and friendly environment with indoor and outdoor space shall be provided.
2. For the child, the school shall offer child-oriented activities that will encourage the development of each child's socio-emotional, physical, intellectual, and creative capacities. By accepting each child unconditionally and by encouraging the child to pursue his/her interests from among the many varied activities available, we hope to foster attitudes of self-esteem, independence, initiative, cooperation, and friendship.
3. For the parent, the school shall offer opportunities for deepening and extending the parent-child relationship through participating in the school and through association with other parents and teachers. Parents can achieve a better understanding of the child's development, activities, and materials and can practice skills and techniques for guiding children. We all have a responsibility to talk with one another. Communication is what we wish to teach our children, and we need to employ it ourselves.
4. Admission to membership in the school community shall be granted without regard to race, color, religion, national origin, sexual orientation, or ancestry.
5. The principal sets the tone for the school community and holds all members of the school accountable to our mission of supporting a progressive, developmentally based, child-centered community for active and collaborative student learning where shared values of family, diversity, relationship, creativity, and academic excellence flourish.

CAMPUS BASED POLICIES AND PROCEDURES

Drop-off and Pick-up Procedures

Most San Diego Cooperative Charter School students are driven to and from school via private car. If your child will be using any other form of transportation to and from school, please send a note to the main office so that we may add your child to the transportation list. Additionally, middle school students may meet their parents at a designated remote pick-up location if written notice of this arrangement is provided to the main office. Students must always be under the immediate supervision of an adult when on campus before or after school hours.

Morning Drop-Off: Students may be dropped off as early as 8am for a supervised before school recess. Kindergarten children need to be walked to class and signed in by either a parent or older sibling. Students in grades 1-8 may be dropped off in the passenger **loading/unloading drive through area only** in the back parking lot. For safety reasons, please do not drop your student off in the parking lot unless you park first. Please do not allow students to load/unload in the street on Levant. Please drive slowly and look out for pedestrians through the loading zones. Students and parents should cross the loading lane by using the crosswalk. Staff will be supervising both of these areas between 8:00 a.m. and 8:30 a.m. daily. All students are to be in the playground area of the campus until the morning bell rings at 8:25 a.m.

Note: You may not park your car at any time in the drop off zone. If you need to park there may be spots in either of the lots or on the street for walking the kids in.

Afternoon Walk-on Pick-up: At 3:00 pm on regular school days and at 12:30 on Thursdays, families are welcome to come on campus to pick up their children. Gates are opened approximately 10-15 minutes before school is over. All kindergarten students will be picked up from the kindergarten area. Parents should park and walk in to pick up their child. Kindergarten families can supervise their child on the kindergarten playground until 3:30PM. All kindergarten students and siblings must be closely supervised by their parents. The campus is closed at 3:30pm. Teachers are not available to conference or supervise after school hours unless scheduled with the teacher in advance..

Afternoon Pick-up Zone: At 3:00 pm on regular school days and at 12:30 on Thursdays children may be picked up in the pick-up zone. SDCCS no longer provides after school care, please arrive no later than 3:45 to pick up your child(ren).

Student Rules for the Pick-up Zone:

- Stay in the area of the pick-up zone until your car arrives and your name is called.
- No running or horseplay is permitted in the pick-up zone.
- When your name is called, proceed as directed by the pick-up zone staff.

Driver Rules for the Pick-up Zone:

- PLEASE DO NOT COME TO PICK UP BEFORE 3PM. IF THE CONE IS STILL OUT YOU NEED TO CIRCLE THE BLOCK, PLEASE DO NOT WAIT IN THE STREET OR PARKING LOT. This has created many problems with our neighbors as well as the police.
- **You may not pick up students in the street at any time.**
- Pull as far forward in the pick-up zone as possible. If your child is not in the pick-up zone, please circulate around the lot and allow another car to load. Students may not load/unload from the middle of Levant St., and parents will be asked to make a different plan for pick up.
- Speeding and erratic driving in the pick-up zone will result in drivers being banned from using drive-through pick-up/drop-off. If this occurs, parents/guardians will need to make other arrangements for dropping off and picking up their children such as parking off campus and walking to the school.
- Please be patient and courteous. We are all doing our very best to load the children into the cars safely and quickly. SAFETY is our top priority.
- Please do not be distracted by cell phone calls when entering the pick-up zone. It is a very busy area and it requires your complete attention.

- Follow all of the directions of the staff members working in the pick-up zone.

Extended Field Trips

Certain grades (historically, Grades 5 — 8) participate in Extended Field Trips (EFT), involving one or more nights away from the school. These trips are designed to integrate with grade-level curriculum and provide valuable growth experiences outside of the confines of the classroom. To optimize the administration of these trips, the following timeline is to be followed by Teachers and Parents for field trip planning (for certain trips happening earlier in the school year, dates may be pushed back):

- **July/August** — Teachers make plans for trips — contact vendors, set dates, submit budget to PSA Treasurer, complete vetting process on all vendors.
- **By the End of August** — Teacher's' plans must be finalized, preliminary information should be ready to share with parents.
- **By September 30** — RSVP Forms due
- **By November 30** — Chaperone Commitments needed
- **Prior to Departure** — Appeals for denial of trip privileges for disciplinary reasons must have been made
- **30-Days Prior to Departure** — Parents must have completed all necessary paperwork
- **10 Days Prior to Departure** — Lead Teacher meets with Principal, turns in attendance rosters & chaperone lists, contact sheet with phone numbers, lesson plans/sub schedule for non-participants
- **June (post trips)** — Circulate survey to get feedback from parents and students.

Parents should be aware of the following Extended Field Trip Policies:

- Students may, as a possible disciplinary consequence or due to safety concerns, and at the full discretion of The San Diego Cooperative Charter School staff, be excluded from participating in Extended Field Trips.
- All participating students must have submitted all necessary paperwork, no later than 30 days prior to the trip.
- All Field Trip Chaperones must comply with school chaperone policies, a copy of which will be provided for them prior to trip departure.

Field Trip Safety

The safety of our children is our primary responsibility as parents and educators. Never are we more conscious of the safety of our students than when we are away from the campus. We expect all parents to adhere to the following field trip safety policy.

PLEASE NOTE: Your child will not be able to participate in field trips without signed Permission and Emergency Information Sheets.

We will always have an appropriate number of chaperones accompanying each group of students. The adult: child ratio will vary depending on the age of the children.

The teacher is always in charge. If at any time you feel a child is unruly or compromising the safety of the group, notify the teacher immediately. If you are driving with a child that is causing a disturbance, return to the school immediately and place that child in the care of the Principal. Please do not attempt to discipline children in any way.

Driving Safety

In order to be considered as a driver for a field trip, a parent must provide the following documents at the beginning of each school year:

- A current Driver's License
- Current Proof of Insurance, which must indicate coverage meeting or exceeding The The San Diego Cooperative Charter School requirements
- Current Vehicle registration for the vehicle used to transport students
- A completed Driver's history questionnaire

All children must be transported in age and weight appropriate restraints in the back seat. No child, regardless of age, shall be transported in the front seat of the car or in a lap belt.

Drivers may not stop while transporting children for any reason other than an emergency. If an emergency should occur, please proceed to the nearest safe destination and call for help.

Parents may not under any circumstances use a cellular phone while transporting students. If you find it necessary to make a call, proceed to the nearest safe destination, stop your vehicle, and make the call.

All cars transporting children will contain the following:

- Emergency information for each child in vehicle
- Directions and map to destination
- Teacher's cellular phone number
- School phone number

Daily Parking

The San Diego Cooperative Charter School has two parking lots—one in the front of the school and one in the back. In both lots, there are handicapped spaces and some reserved spaces. Do not park in handicap spaces unless your vehicle is displaying appropriate plates or placards. Please do not park in any area that is not a designated parking space. These areas are to be kept clear to allow emergency vehicles access to our campus. Additionally, under no circumstances should you park in the spaces labeled "Reserved" The San Diego Cooperative Charter School Thank You". These spaces are reserved at all times for the people who paid top dollar in our school fundraising events to have these reserved spaces. The spaces are premium auction items that The San Diego Cooperative Charter School families value highly. Please do not undermine our fundraising efforts by using these spaces and decreasing their auction value.

There is parking along Levant Street; however, drivers need to pay attention to the curbside signs. There is a bus loading zone along Levant Street that is an active zone. The bus route is not a part of The San Diego Cooperative Charter School, but is a part of the route used by San Diego City Schools and The Boys and Girls Club. In the past, parents have been ticketed for parking in these areas. Additionally, parking in the lot adjacent to our school that is part of a San Diego County building may result in your vehicle being towed.

Parent Staff Association (PSA)

Executive Committee

President: Elizabeth Erlich , psapresident@sdccs.org

Vice President/PSA Board Liaison: Mitch Ruibal, psavicepresident@sdccs.org

Treasurer: Jocelyn McCullough, PhD, psatreasurer@sdccs.org

PSA Secretary: Currently Open

Spirit Coordinator: Devin Mason, psaspirit@sdccs.org

Communications: Currently Open psacommunications@sdccs.org

Volunteer Coordinator: Karla Bolanos, volunteer@sdccs.org

Fundraising Chair: Currently Open

Staff Liaison: Savonia Guy, Nicolette Stebbins: deb@sdccs.org

Principal / Vice-Principal: Kathy Osterhout kathy@sdccs.org/Bernie McFarland bernie@sdccs.org

***Please see the attached addendum for specific COVID-19 parent volunteer policies and guidelines.**

Want to volunteer and get more involved in our community, but don't know where to start?

Talk to your child(ren)'s teacher about a class job(s). Working in the classroom is a great way to start getting involved in the school.

- o If you are going to volunteer in the classroom for a routinely scheduled time, you will need a Tuberculosis Test. For TB Clinic Services Information Visit the County's Health and Human Services Agency website at http://www.sdcounty.ca.gov/hhsa/programs/phs/tuberculosis_control_program/clinic_services.html
- o Field Trip Chaperone (day & overnight trips) and field trip drivers. To drive on a field trip you will need to submit a Field Trip driving form (See the office or website for more information), as well as a copy of your valid driver's license, car registration, and insurance.
- Work in The San Diego Cooperative Charter School Gardens. While you cultivate, learn about the management of organic gardening, how the plants and wildlife work together. Contact Rocco D'Eugenio @ rocco@sdccs.org for more details and questions.
- Attend the PSA meetings and SDCCS school board meetings. PSA meetings are generally the first Wednesday of the month, alternating times of 3:30 pm, and 5:30 pm. Board meetings are the third Tuesday at 5:30 pm. Please review the school calendar on the website for more information on the time/date and location of these meetings.
- Attend, donate, and volunteer at school-wide events such as Project Nights, PE Night, Art Night, Ballroom Dance showcases, and the Pride Parade. Additional major PSA fundraising events include off-campus Spirit Nights, Rummage Sale, Book Fairs, and Movie Nights.
- Shop for school supplies, baking or cooking for school events, and caring for class pets over weekends and holiday breaks.
- Attend and volunteer at back to school nights, classroom meetings, parent/teacher conferences, and mandatory orientation.
- If you need assistance, contact the PSA Volunteer Coordinators:
Email the volunteer coordinators at volunteer@sdccs.org, they will assist you with finding a volunteer job of interest, connecting you to event and program coordinators, and finding volunteer opportunities during evenings and weekends, inside and outside of campus. They can also assist families with registering email accounts and password keys to log volunteer hours online. (You can also contact Andy Yen the Information Technology Director, at andy@sdccs.org for technical support.)

Volunteer Guidelines:

- We encourage participation in our school by parents/guardians, other family members, and sponsors (a volunteer must complete screening and orientation process)
- Volunteers must be at least 18 years of age.
- Volunteer activity must be sponsored and supervised by The San Diego Cooperative Charter School.
- Volunteers do not profit from fundraising activities or events on the schools behalf.
- Cash donations may not substitute volunteer hours
- We strongly encourage everyone to log their volunteer hours.

Volunteering is what The San Diego Cooperative Charter School is all about. We use our volunteer logs to document the hours of service our school community provided by people other than our employees. Our volunteer service is one of the ways we document engagement with our school and seek out other partners in the community seeking similar levels of community engagement. Please log your hours so we can share our success story with others. Use the following link to log volunteer hours.

<https://lv.sdccs.org/log-volunteer-hours/>

Fundraising Philosophy and Policies

The San Diego Cooperative Charter School is a free, public educational institution. We have limited dollars to spend on enrichment activities that we believe enhance our student's education. Therefore, our PSA and Board organize various fundraising activities throughout the year to provide funds for field trips, special classes such as art and dance, as well as funds for school assemblies. We invite and encourage participation from all family members at San Diego Cooperative Charter School and encourage participation in the wide range of fundraising activities that occur throughout the year.

Student Fundraising Sales

The San Diego Cooperative Charter School does not support fundraising activities that require children to sell items such as gift wrap, cookie dough, candy, or coupons. We believe children can and should participate in PSA-sponsored events that further our educational mission and provide donations to our school. All students participate in the event but are not required to provide sponsors or donations.

Annual Fundraising (For the latest information visit the calendar on the school website).

- Gala: Opportunity for adults to socialize and enjoy an evening of live & silent auctions, while benefiting the school.

- Rummage Sale: This sale is a great opportunity for our school to benefit from all of your unused "stuff." As a bonus, it is also a terrific way to promote the positive message of REDUCE, REUSE, RECYCLE.
- Art Night: Enjoy an evening of art, music, and food, while celebrating the student's artistic talents.

Online Fundraising

- Amazon.com link on our website
Every time you make a purchase on www.amazon.com, just start your online shopping adventure by clicking through the link on our website. The San Diego Cooperative Charter School will earn a percentage from your purchase. Spread the word to your families and friends. If you want you can designate it on your Amazon account, look for the Theresa Hessling Charter School Project.
- eBay Giving Works
When you sell an item on eBay you can donate to The San Diego Cooperative Charter School. To find out how please visit <http://www.missionfish.org/ForSellers/forsellers.jsp> Enter our school initials "SDCCS" when searching for a nonprofit organization. You determine the percentage of the sale you would like donated to The San Diego Cooperative Charter School, you and the school benefit from the sale of your eBay items.
- GoodSearch.com
Go to [GoodSearch.com](http://www.goodsearch.com) and set it as your default Web Search Engine. Identify our school as the designated recipient. Every time you search - we make 1 cent.

Passive Fundraising Programs

This is absolutely the simplest way to enhance your child's experience at The San Diego Cooperative Charter School at no cost to you or your friends. Once you've signed up for most of these programs, the rest is automatic. The money we receive from these passive fundraisers can make all the difference in the number and quality of educational enrichment activities your child will enjoy. Please remember to check the fundraising page on our website regularly, as we update often.

We encourage you to invite extended family and friends to join you in these programs. All can be reached through the school's website at: <http://lv.sdccs.org/fundraising/>

If you have any questions about the passive fundraising program.

Please contact the Fundraiser Coordinator.

FAQ (Frequently Asked Questions)

What is our schedule?

We follow a slightly modified version of San Diego Unified School Districts' traditional calendar; a copy is included at the back of this handbook. Make sure to check our online calendar at www.sdccs.org.

How should my child be dressed?

Children should be dressed comfortably and age-appropriately. Shoes should enable full participation in physical education and movement activities, no high shoes, or wheelies. Children should wear clothing that will encourage participation in art and other "messy" endeavors. Valuable jewelry and other accessories should not come to school. Although we do not have a dress code we expect that students dressed reasonably for a school day. This means clothing should be worn and fit appropriately for the academic setting. Students may not wear clothing that promote drugs or alcohol.

What can I expect from the curriculum?

The content of our curriculum follows California Curriculum Frameworks and is aligned with California Content Standards and Common Core National Standards. The Frameworks and Standards may be viewed on the State Board of Education's website at <https://www.cde.ca.gov/re/cc/>.

Common Core National Standards available at www.corestandards.org

What can my child expect from his/her day at The San Diego Cooperative Charter School?

The school day begins at 8:30 a.m. for all grades. Each classroom will post a schedule of the typical routine for that class. Recess and lunch times are staggered to enable thorough supervision. Lunches should be nutritious, with limited sweets

and no sodas. Each class will set a policy regarding snacking.

School concludes at 3:00 p.m. Monday, Tuesday, Wednesday, and Friday.

We have a minimum day ending at 12:30 p.m. on Thursday of each week.

How is my child assessed?

Teachers use a wide range of formal and informal assessment tools throughout the school year. At the end of each semester, parents will receive a written report of their child's progress in each subject area. Teachers hold goal-setting conferences in the fall and Student-Led Conferences will take place in the spring semester for students in TK-7 grade. We use a developmental report card for all grades K-8. Students in grades 3-8 will take NWEA MAP tests in the fall and spring.

- ☐ All students in grades TK-7 will participate in a student-led conference to present their learning.
- ☐ Students in grade 5 will do a mini-presentation to their teacher and parents.
- ☐ Students in grade 8 will present their portfolios to a panel of teachers, parents, administrators, and community members.

Will my child have homework?

The San Diego Cooperative Charter School is a child-centered school that values the time that families spend together. We firmly believe that children are more successful in school when they have a balance in their lives between schoolwork, play, and time spent with family and friends. All students benefit from reading for at least 30 minutes each night.

Homework, when assigned, will be a meaningful continuation of classwork. If you have concerns about the amount of homework that your child is assigned, speak directly to the classroom teacher.

What information do I need to give the office if I move?

If you changed your address, you need to bring proof of residence that shows your new address to the main office. Acceptable documents include a recent utility bill, water bill or cable bill; recent rental agreement or mortgage documents; property tax payment receipts; military housing orders.

What do I do if we move/change our phone number(s) or email?

If you changed your home/work/cell number, contact the front office. It is very important to have working phone numbers in case of an emergency. It is equally as important for the front office to have your most current email address.

What if my child is absent from school?

Call the school office at (858) 496-1613, report an absence online, or send a written note within 3 school days. For absences, 3 days or longer a contract for independent study may be an option, if it is approved by the principal or designee. Review the attendance section of this handbook for additional information and also refer to the Attendance policy posted on our website at www.sdccs.org

Should I send my child to school if she/he is ill?

Your child's health should be assessed before leaving for school. Children whose schoolwork would be impeded by a cold or other illness should stay home. Parents should have a plan in place for caring for a sick child. The school must be called if the child will not be attending. In addition, you need to notify the school if you suspect that your child has an infectious disease. These include (but are not limited to) conjunctivitis (pink-eye), fifth disease, impetigo, chickenpox, strep throat, scarlet fever, and bacterial diarrhea. Children with suspected or confirmed infectious diseases should not be sent to school for the health and safety of all members of the school community.

If your child becomes ill or is injured at school, we will call you to pick up your child. Please be sure that the information on the emergency contact form is always up to date.

<https://covid-19.sdcoe.net/portals/covid-19/Documents/Health%20Practices/COVID-19-Decision-Tree.pdf>

How do I enroll my child in The San Diego Cooperative Charter School?

All students, new and returning, must submit an application for each school year. Priority applications are accepted from October 1st until January 31st

New applicants are selected from a lottery composed of all applications received prior to the priority enrollment deadline. Applications received after the priority enrollment period are added to the waitlist in the order received.

What to do if...

You have a question about what your child is learning:

Your classroom teacher is always eager to discuss the progress of your student. He or she can also supply you with information about what is planned for your student. It usually works best to set up a time to talk in person or by phone, and to give the teacher specifics regarding your questions. This enables the teacher to be prepared with the information you need.

You want to volunteer at school:

Each volunteer activity should have a team leader or coordinator to help direct you and to help with problems that come up. If speaking with that person does not work, contact the PSA president. If you need help finding volunteer opportunities, contact the volunteer coordinator(s).

Elizabeth Erlich: psapresident@sdccs.org

Morgan Weir Volunteer Coordinator: morgan@sdccs.org

You are concerned about something that happened at school:

As we are teaching the children, communication is the first step towards cooperation. Your classroom teacher is likely to be able to give you the most satisfaction with your concerns.

These steps should be followed:

1. Set up a time to talk. This is a critical first step. Often parents are anxious to have an issue addressed immediately. Please remember each teacher is responsible for all of the students and is not available for private conferences during instructional time. When you are setting up the meeting time, briefly let the teacher know your concern.
2. At the meeting, first, state your concern, and then listen to the teacher's response. If appropriate, devise a written plan to address the problem, and schedule a further meeting to assess progress.
3. If necessary, contact the principal via email for further assistance.

You need information about a school event or schedule:

Check the school website. If the information you are looking for is not listed, call the school office at (858) 496-1613. Most events are also noted on the school calendar available online at www.sdccs.org



San Diego Cooperative Charter School

SDCCS Linda Vista

2022-2023 Calendar

August 2022

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2022

M	T	W	Th	F
5	6	7	1	2
12	13	14	8	9
19	20	21	15	16
26	27	28	22	23
			29	30

October 2022

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2022

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2022

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2023

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2023

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2023

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2023

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2023

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2023

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

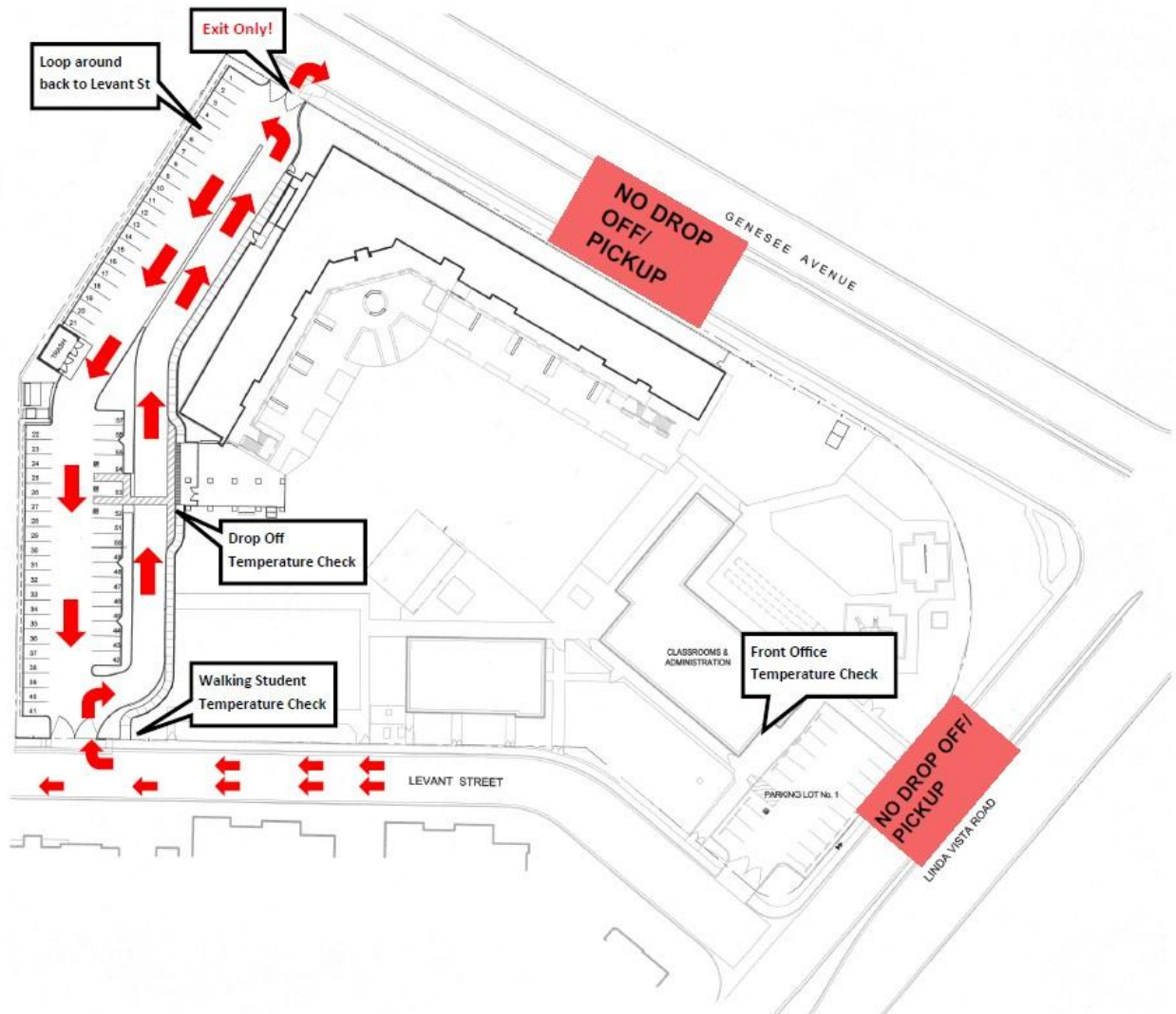
	Minimum Days
	Half Days for Conferences
	Staff Work Days (No School) / Non-Academic Day
	Holidays (No School)
	First/Last Day of School
	Semester Report Card Period End

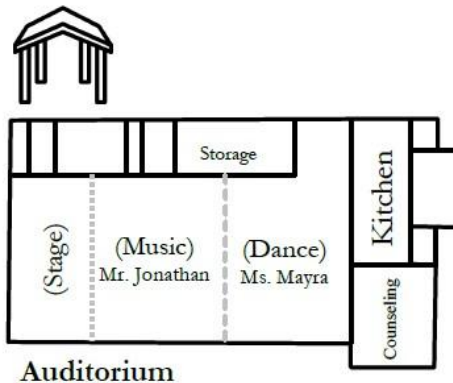
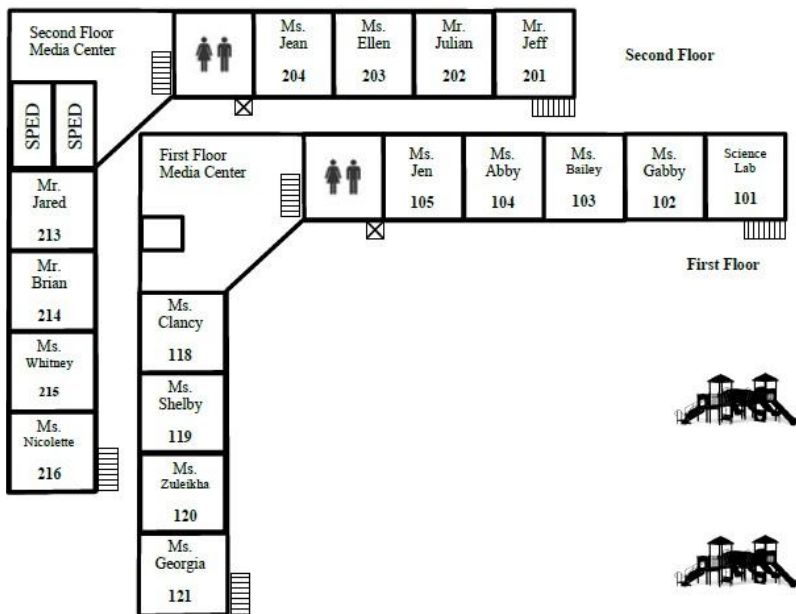
1/2 Days: School out @ 12:30 pm

- October 3-6 Goal Setting Conferences
- October 31 Halloween
- February 14-15 Parent Teacher Conference
- May 23-24 Student Led Conference
- June 2 Portfolio Day
- June 15 Last Day of School

Important Dates - No School

- August 22 Teachers Return
- August 29 First Day of School
- September 5 Labor Day
- October 7 Non-Academic Day
- November 11 Veterans Day
- November 18 Staff Workday
- November 21-25 Thanksgiving Break
- December 19 - January 2 Winter Break
- January 3 Staff Workday
- January 16 MLK Jr. Day
- January 27 Staff Workday
- February 17-20 President's Day
- March 10 Non-Academic Day
- March 27-31 Spring Break
- April 28 Non-Academic Day
- May 26-29 Memorial Day
- June 15 Last Day of School
- June 16 Teacher's Last Day

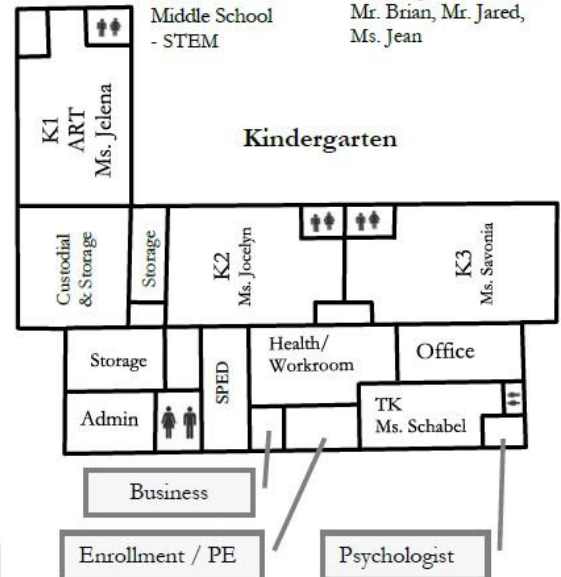




Grades

TK
Kinder
Primary 1
Primary 2
Elementary 3
Elementary 4
Bridging 5
Middle School
- Humanities
Middle School
- STEM

Ms. Schabel
Ms. Savonia, Ms. Jocelyn
Ms. Jen, Ms. Abby
Ms. Gabby, Ms. Bailey
Ms. Zuleikha, Ms. Georgia
Ms. Clancy, Ms. Shelby
Ms. Whitney, Ms. Nicolette
Mr. Rico, Mr. Plapp,
Ms. Berg
Mr. Brian, Mr. Jared,
Ms. Jean



Admin Offices

Addendum

Safe Return to In-Person Instruction and Continuity of Services Plan

Safe Return to In-Person Instruction and Continuity of Services Plan

2021-2022



Safe Return to In-Person Instruction and Continuity of Services Plan

Updated with

COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year

July 12, 2021

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Introduction

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. In California, the surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools, which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with [CDC K-12 School Guidance](#).

At SDCCS the health and safety of our community is paramount, and we will make data-informed decisions based on the research, advice and regulatory protocols from state and county health officials and national best practices. It is important to understand that these plans can and may need to be changed in light of new information and depending on the level of viral transmission. As a school we are staying flexible and nimble and willing to refine approaches as needed. We have been advised to follow the County Department of Public Health recommendations closely to avoid litigation or in some cases being shut down. At SDCCS running a program that is safe for both staff and students is a priority.

SDCCS will have to examine and adjust every aspect of the day from classroom spaces to class schedules to address new public health guidance. For instance, our plans will reflect physical distancing protocols, staggered class schedules and use temperature checks to screen students. We have considered all plans and have learned valuable lessons from other countries and districts who have gone before us. We will deliver a rigorous and innovative academic experience for all students regardless of the mode of delivery.

SDCCS has aligned its vision and guiding principles to the current day challenges, the safety and administrative teams will assess community needs, apply state and county guidelines and create a plan for the 2021-22 school year.

Please note that as conditions and information change the school reserves the right to amend or alter this document guided by science and data.

Instructional Models

To ensure continuity of learning within a high-quality instructional program for all students, SDCCS will consider which instructional models work best to meet its needs and Department of Public Health directives when planning for the 2021-22 school year.

SDCCS plans to offer and provide full in-person instruction to all students safely, consistent with the current scientific evidence about COVID-19. We will continue to monitor case rates and weekly with the San Diego Department of Public Health

Educational Equity Starts with Empathy and Stakeholder Engagement

Educational equity is a core value throughout the SDCCS community. There can never be true equity until there is meaningful engagement with representatives from all stakeholder groups. This is particularly important during disruptive and significant change, when future planning is taking place, and when vulnerable or underserved learning populations are affected.

Meaningful engagement begins with empathy. Empathy requires understanding, informed by deep listening to the concerns, fears, hopes and dreams of each educational community stakeholder group. Whether that group is students, teachers, staff, parents, businesses, or any other community partners, all people want and need to be heard.

The COVID-19 crisis presents an opportunity for SDCCS leaders to demonstrate the empathy needed to build their engagement and equity muscles throughout the planning process for the historic 2020-21 school year. Effective engagement allows the voice of all stakeholders to be heard. That stakeholder voice can then help to inform critical planning decisions that have not been mandated by the county or the state.

SDCCS values the feedback from our stakeholders. We engaged with our families through emails, surveys, zoom meetings, Board meetings and PSA meetings. We have created many plans in this past year and one of the most important aspects is to follow the science and engage deeply with those at the county who are most informed on best practices.

Health and Safety

PPE

Who needs a mask?

- a. At this time masks are optional outdoors for all in K-12 school settings, SDCCS will be reviewing case rates in order to decide if masks are required outdoors. All decisions will be made to ensure that our most vulnerable population, our unvaccinated, are kept as safe as possible while on school grounds. The Delta Variant has had widespread impact and is extraordinarily contagious, masking would be another layer of protection against it if it is widespread in the community.
- b. All SDCCS students are required to mask indoors, with exemptions per [CDPH face mask guidance](#).
- c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- d. SDCCS will provide face coverings to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- e. Consistent with guidance from the 2020-21 school year, SDCCS has developed and implemented local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering. Note: Public schools should be aware of the requirements in AB 130 to offer independent study programs for the 2021-22 school year.
- f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

Who shouldn't wear a mask?

- Children under 2 years old
- Anyone with respiratory issues where it would impede their breathing
- Anyone unable to remove the mask without help

Students who are not compliant with mask wearing will be removed from the classroom for their safety and the safety of others. A plan will be put in place to understand the cause for mask removal, consideration of a 504 plan, alternative setting and

Our priority is ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom and site cleaning practices
- School practices, personal protective equipment, management and isolation of students and staff showing sign of illness
-

An important step to supporting safety in SDCCS is allowing at-risk students and staff to stay home where applicable and ensuring that all suspected or confirmed cases of COVID-19 are immediately quarantined. It is thus important for us to provide ongoing support for students and staff who are sick and out of school for health reasons.

Class Spaces and Physical Distancing

1. Physical distancing
 - a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](#).

Physical distancing has two main components, as identified by the U.S. Centers for Disease Control and Prevention and the World Health Organization: keeping individuals at a safe distance where possible from one another (3 to 6 feet) and reducing the number of people with whom an individual interacts face-to-face.

SDCCS will take various approaches to accomplish physical distancing at school, including keeping students in a stable homeroom class, seating students farther apart with assigned seats, and using staggered school schedules so that fewer students attend school at the same time or are congregated in common areas at one time.

Consideration around space
<ul style="list-style-type: none">• Gather data on current facilities to determine scheduling<ul style="list-style-type: none">◦ Usable learning spaces in classrooms given physical distance guidelines - not sq footage◦ Alternate facilities that can be used for learning: outside, auditorium, study hall, and lunch areas• Student start times should vary by students' grade level or specific needs to reduce gathering of larger numbers at one time.• A feasible yet safe physical distancing expectation of 3-6 feet is recommended at all times.

- Staffing considerations need to be made and they need to consider what staff might be available to teach or monitor small groups.

Physical Distancing Outside of Class

SDCCS will need to consider how to keep students and staff at a safe distance from one another outside of class, particularly during arrival and dismissal, mealtimes, recess, and class changes. We will stagger start and end times and to have designated routes to class with multiple entrances to avoid having students and families congregate. Volunteers opportunities will be limited and must be scheduled in advance.

Safety standards will be followed for handling food, utensils, and cleaning tables. Shared food and buffet-style meals are not allowed.

Blacktop/Playground Area:

- Hold activities in a large, well-ventilated area or outdoors
- Completely sanitize all equipment at the end of each use
- Personal items and equipment should not be shared
- Participants must remain with the same group and not mix with, or rotate to, other groups
- Multiple groups can practice in one large area/field as long as separate groups are able to physically distance from one another and do not mix or interact in any way
- Stagger cohorts of participants to ensure physical distancing and avoid mixing participants in high traffic
- Use visuals (i.e. marks on the ground) and give frequent reminders for practicing physical distancing
- Kids will wash or sanitize hands before and after using the playground.

Temperature Check Process

Entering Campus

i. Passive Screening

Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have any symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

Upon Employee Arrival

- If the employee or student's temperature reads over 100.0 F, they will be asked to return home.

- If they have a fever, flu-like symptoms, shortness of breath, etc the employee or student will be asked to seek medical attention and be tested for COVID - 19.
- Employees will be instructed to stay home until they are free of a fever for at least 72 hours without the use of fever-reducing or other medicine and/or any respiratory symptoms (cough and shortness of breath) have improved for at least 72 hours and have a negative COVID - 19 PCR test. The employee should contact the employer prior to returning to the workplace.
- If an employee is diagnosed with COVID-19, the employee needs to contact their manager or human resources immediately.

WHEN AN EMPLOYEE IS OR IS SUSPECTED OF BEING INFECTED WITH COVID-19

Employee Considerations:

- Contact their Principal and Human Resources (subject to local privacy laws and local guidance from health authorities).
- Should not return to work until they receive medical clearance from their healthcare provider.
https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/Epidemiology/covid19/Resources/Materials/COVID19_Contact%20Tracing%20Poster%208.5x11.pdf

SDCCS Considerations:

- Create a timeline of the employee's schedule for the past 7-14 days.
- Assess whether to issue a communication to at-risk employees or impacted community.
- Staff and students who have been in close contact with a person who is suspected of having COVID-19 are to be instructed to work from home for the recommended quarantine period, currently 14 days, or as directed by local health authorities.
- During the quarantine period, the employee and student can work remotely, if able, and remain in contact via online media, telephone and email.
- Where there is a need to notify the community, care should be given to protect the identity of the infected individual, unless it is impossible to do so under the circumstances.
- Facility will be cleaned and disinfected immediately.

Additional Considerations:

- SDCCS will work with local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, including identification of new potential cases of COVID-19.
- SDCCS will develop policies for worker protection and provide training to all cleaning staff on-site prior to providing cleaning tasks.

If An Employee Is Sick

Take all of the following actions if an employer becomes aware that an employee is diagnosed with COVID-19:

- i. Promptly notify the County Department of Public Health that there is an employee diagnosed with COVID-19, together with the name, date of birth, and contact information of the employee.

- ii. Cooperate with the County Department of Public Health's COVID-19 response team to identify and provide contact information for any persons exposed by the employee at the workplace.
- iii. When three or more cases are identified at the workplace within a span of 14 days, provide notice of the exposure to any employees, customers, or any other persons who may have been exposed to COVID-19 at the workplace. A strong recommendation is made that employers also provide such notice when at least one employee is diagnosed with COVID-19 in the workplace.

Community Members Who Are At Higher Risk

People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19. <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html>

People of any age with the following conditions are at increased risk of severe illness from COVID-19:

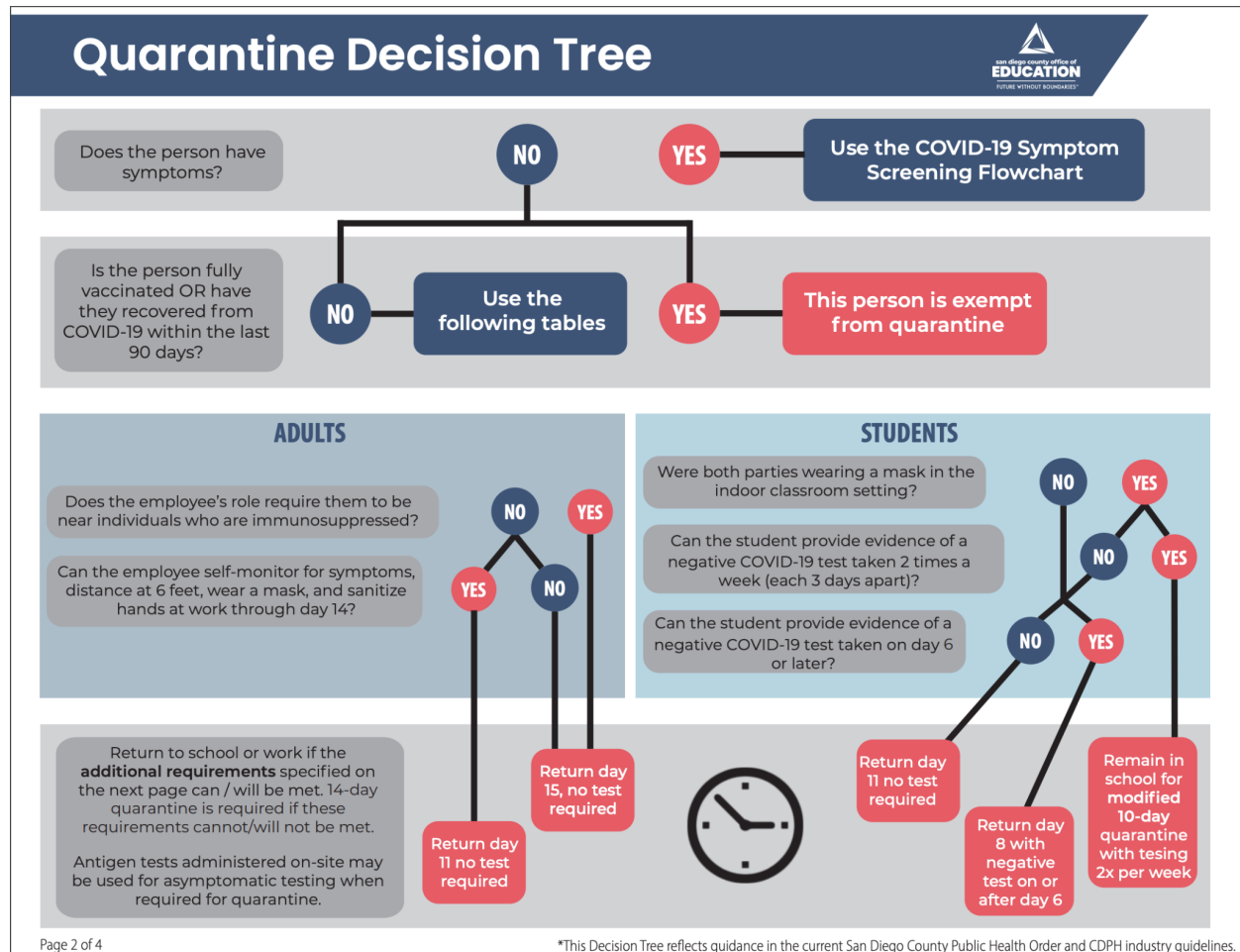
- [Chronic kidney disease](#)
- [COPD \(chronic obstructive pulmonary disease\)](#)
- [Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
- [Obesity \(body mass index \[BMI\] of 30 or higher\)](#)
- [Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
- [Sickle cell disease](#)
- [Type 2 diabetes mellitus](#)

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

COVID-19 is a new disease. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- [Asthma \(moderate-to-severe\)](#)
- [Cerebrovascular disease \(affects blood vessels and blood supply to the brain\)](#)
- [Cystic fibrosis](#)
- [Hypertension or high blood pressure](#)
- [Immunocompromised state \(weakened immune system\) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines](#)
- [Neurologic conditions, such as dementia](#)
- [Liver disease](#)
- [Pregnancy](#)
- [Pulmonary fibrosis \(having damaged or scarred lung tissues\)](#)
- [Smoking](#)
- [Thalassemia \(a type of blood disorder\)](#)
- [Type 1 diabetes mellitus](#)

COVID-19 Symptom Decision Tree



When is quarantine required?



Quarantine or isolation: What's the difference?

- Quarantine keeps someone who might have been exposed to the virus away from others.
- Isolation keeps someone who is infected with the virus away from others, even in their home.

Who needs to quarantine?

- People who have been in **close contact** with someone who has COVID-19—excluding people who have had COVID-19 within the past three months or [who are fully vaccinated](#).
- People who have tested positive for COVID-19 within the past three months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms.
 - People who develop symptoms again within three months of their first bout of COVID-19 should follow their doctor's advice on testing.
- People who have been in close contact with someone who has COVID-19 are not required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

What counts as close contact?

- Being within 6 feet of someone who has COVID-19 for a total of 15 minutes or more over a 24-hour period
- Providing care at home to someone who is sick with COVID-19
- Having direct physical contact with the person (hugged or kissed them)
- Sharing eating or drinking utensils
- Being sneezed on, coughed on, or somehow getting respiratory droplets on you from someone with COVID-19

Additional Requirements for return to school or work before completing 14 days of quarantine:

- If these requirements cannot or will not be met, 14-day quarantine is required.
- If symptoms occur, the individual should immediately self-isolate and contact their health care provider or San Diego County Public Health Services and seek testing.

ADULTS

Return on Day 15: No additional requirements.

Return on Day 11: May return if the individual is able to abide by the additional requirements described below.

Additional Requirements: In addition, for return before Day 14, the employee must agree to self monitor for symptoms, maintain 6 feet of physical distancing at all times, and wear a face covering over their nose and mouth as required. Staff members who would be near others who have severe immunosuppressive disorder (e.g., bone marrow or solid organ transplant, chemotherapy) must quarantine for 14 days.

***NOTE:** Cal/OSHA's emergency temporary standards restrict the use of the 7-day quarantine option to specific employment settings. School are not authorized to use the 7-day option.

STUDENTS

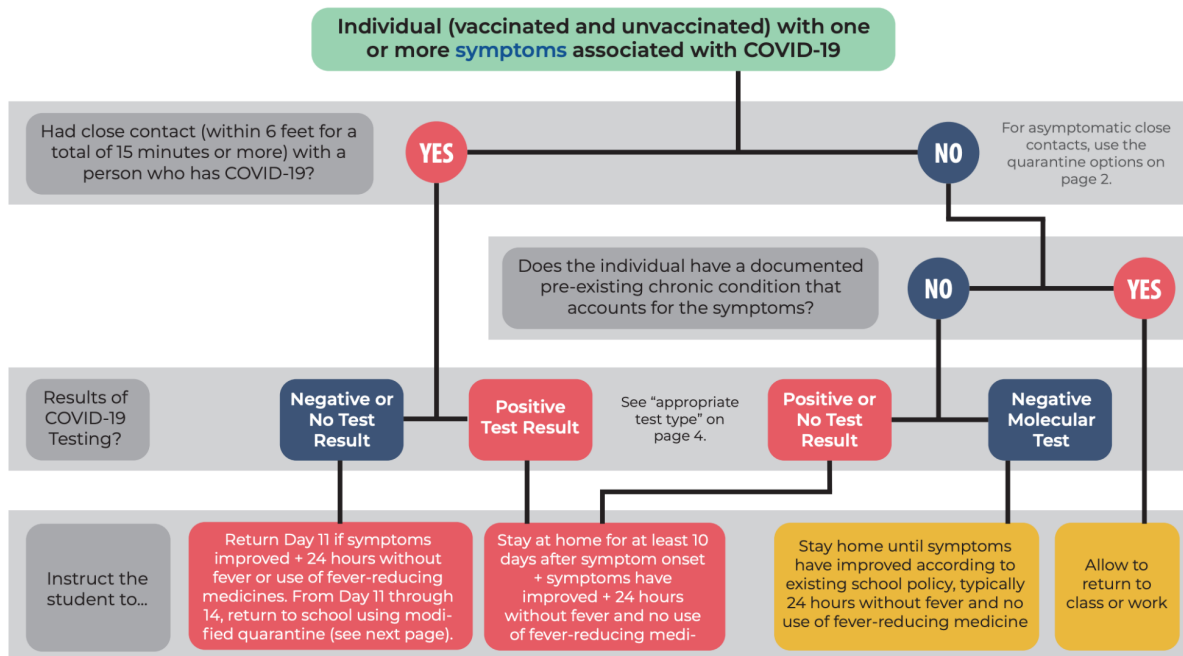
Modified 10 day (remain in school): Must undergo twice weekly testing (each test 3 or 4 days apart) and continue to quarantine for (i.e., do not participate in) all extracurricular activities at school, including sports, and activities within the community setting through Day 10.

Return on Day 8: Provide evidence that a diagnostic specimen collected on or after Day 6 (from the date of last exposure) is negative.

Return on Day 11 is permitted without testing

Additional Requirements: In addition, for all options that allow a return to in-person instruction before Day 14, the student must continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND follow all recommended non-pharmaceutical interventions (e.g., wearing a mask indoors and outdoors when others are present, hand washing, avoiding crowds) through Day 14 from last known exposure.

COVID-19 K-12 Symptom Decision Tree



*Revised as of 7/30/21

Testing Options for Symptomatic People and to Modify Quarantine



Appropriate Test Types:

Molecular Tests

- Lab-based PCR
- Rapid molecular tests (PCR-like)

Antigen On-Site (or at home as part of a state pilot)

- If symptomatic, a negative antigen test requires molecular test (PCR, LAMP, NAAT) confirmation and individuals should isolate until test results are available.
- If asymptomatic, a positive test requires a confirmation with a molecular test (PCR, LAMP, NAAT) and individuals should isolate until confirmatory test results are available.



Populations Tested:

- Staff or students with symptoms, regardless of vaccination status
- Unvaccinated students or staff who are close contacts to remain in school for a modified quarantine as described in **CDPH K-12 Guidance**.



age 4 of 4

*This Decision Tree reflects guidance in the current San Diego County Public Health Order and CDPH industry guidelines.

Testing and Staying Home When Sick

- Follow the strategy for Staying Home when Sick and Getting Tested from the [CDC](#).
- Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.
- Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
 - Other symptoms have improved; and
 - They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

Case Reporting, Contact Tracing and Investigation

- a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.
- b. SDCCS has a COVID-19 liaison to assist the local health department with contact tracing and investigation.

Quarantine Recommendations

1. Quarantine recommendations for vaccinated close contacts
 - a. For those who are vaccinated, follow the [CDPH Fully Vaccinated People Guidance](#) regarding quarantine.
2. Quarantine recommendations for unvaccinated students for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the [CDC K-12 guidance](#) and [CDC definition of a close contact](#).
 - a. When both parties were wearing a mask in the indoor classroom setting, unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) may undergo a modified 10-day quarantine as follows. They may continue to attend school for in-person instruction if they:
 - i. Are asymptomatic;
 - ii. Continue to appropriately mask, as required;
 - iii. Undergo at least twice weekly testing during the 10-day quarantine; and
 - iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.
3. Quarantine recommendations for: unvaccinated [close contacts](#) who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described in #8 above.
 - a. For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:
 - i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
 - ii. Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.
 - b. To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:
 - i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
 - ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.
 - c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.

4. Isolation recommendations

- a. For both vaccinated and unvaccinated persons, follow the CDPH [Isolation Guidance](#) for those diagnosed with COVID-19.

Vaccination Verification

Existing laws and regulations require certain vaccinations for children attending school. K-12 administrators regularly maintain documentation of people's immunization records. Since recommended prevention strategies vary by COVID-19 vaccination status, K-12 administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform masking and physical distancing practices, testing, contact tracing efforts, and quarantine and isolation practices.

SDCCS plans to request voluntary submission of documentation of COVID-19 vaccination status using the same standard protocols that are used to collect and secure other immunization or health status information. The protocol to collect, secure, use, and further disclose this information will comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination should comply with all relevant state, tribal, local, or territorial laws and regulations.

Ventilation

Ventilation recommendations:

- a. For indoor spaces, ventilation should be optimized, which can be done by following [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#).

SDCCS uses a MERV 13 filtration system in all classrooms and office spaces.

Hygiene and Cleaning

Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. U.S. Centers for Disease Control and Prevention's recommendations for frequent hand washing and cleaning of commonly touched surfaces to mitigate the virus will be applied to our daily routines. SDCCS will follow recommendations from OSHA on the use of disinfectants and allowable chemical use in schools. Handwashing, masks and cleaning will all assist in keeping staff and students safe.

Handwashing

Frequent handwashing is recommended sometimes as often as every 2 hours. Teachers at SDCCS will both teach to and schedule these times into their day, safety will be a priority. Teaching of healthy habits, and guidance requires school employees to receive training on hygiene standards which will be provided before school.

Cleaning

SDCCS will wipe down high-touch areas, such as doorknobs and desks, every 2 hours while students are present. Our new HVAC and filtration system will exceed the recommended filtration system with a pleated filter with minimum efficiency reporting value (MERV) 13 for the air handler units.

Cleaning and Disinfecting Protocols

- Perform thorough cleaning on high traffic areas such as break rooms and lunch areas, and areas of ingress and egress including stairways, stairwells, escalators, handrails, and elevator controls. Frequently disinfect commonly used surfaces including doorknobs, toilets, and handwashing facilities.
- Provide time for workers to implement cleaning practices during their work day. Cleaning assignments should be assigned during working hours as part of the employee's job duties.
- Adjust or modify hours to provide adequate time for regular thorough cleaning and disinfection of office spaces.
- Avoid sharing phones, other work supplies, or office equipment wherever possible.
- Where such items must be shared, disinfect between shifts or uses, whichever is more frequent, including the following: shared office equipment such as copiers, fax machines, printers, telephones, keyboards, staplers, surfaces in reception areas, shared workstations, etc., with a cleaner appropriate for the surface.
- Never share PPE.
- Ensure that sanitary facilities stay operational and stocked at all times and provide additional soap, paper towels, and hand sanitizer when needed.
- When choosing cleaning chemicals, employers should use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions. Use disinfectants labeled to be effective against emerging viral pathogens, diluted household bleach solutions (5 tablespoons per gallon of water), or alcohol solutions with at least 70% alcohol that are appropriate for the surface.
- The air filters have been upgraded to MERV 13 in the new building.

Limit Sharing

- Each child's school materials will be kept separated and in individually labelled storage containers, cubbies, or areas.
- Adequate supplies will be provided to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limited use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Sharing of electronic devices, clothing, toys, books and other games or learning aids will be avoided as much as practicable.
- Bring water bottles from home.
- No sharing of food.

The Occupational Safety and Health Administration (OSHA) developed this COVID-19 planning guidance based on traditional infection prevention and industrial hygiene practices. It focuses on the need for employers to implement engineering, administrative, and work practice controls and personal protective equipment (PPE),

as well as considerations for doing so. This guidance is intended for planning purposes. Employers and workers should use this planning guidance to help identify risk levels in workplace settings and to determine any appropriate control measures to implement. Additional guidance may be needed as COVID-19 outbreak conditions change, including as new information about the virus, its transmission, and impacts become available.

Engineering Controls Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement.

Engineering controls for SARS-CoV-2 include:

- Installing high-efficiency air filters.
- Increasing ventilation rates in the work environment.
- Installing physical barriers, such as clear plastic sneeze guards through high traffic areas.

FACILITIES CLEANING

The safety of our employees and students is our first priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work.

- ❑ All HVAC filters have been upgraded to a MERV 13 filtration system and service and maintenance twice a year. Any windows and doors that are available will remain open where possible.
- ❑ We will suspend or modify the use of site resources that necessitate sharing or touching items.
- ❑ Staff will be asked to clean and disinfect frequently-touched surfaces within the school and at least daily and, as practicable, frequently throughout the day by trained custodial staff.
- ❑ Teachers and students will be asked to prepare their workspace at the end of each day to facilitate cleaning by custodial staff.

Daily Routine	
Students	Staff
Clear desk or table	Clear own desk(s) or table(s)
Put all personal belongings in designated space	Remove all personal items

Wipe down own desk and chair

Wipe down own desk/table and chair

GENERAL DISINFECTION SCHEDULE

Category	Area	Frequency
Workspaces	Classrooms/Offices	At the end of each use/day <i>* Special attention placed on Wednesday and Friday ahead of student rotation.</i>
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	At least 4 times a day
Common Areas	Cafeteria, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups
Tables and Desks	Classroom	At the end of each use/day; between groups

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces in the school include, but are not limited to:

- ☐ Door handles
- ☐ Light switches
- ☐ Sink handles
- ☐ Bathroom surfaces
- ☐ Table tops
- ☐ Student Desktops
- ☐ Chairs
- ☐ Elevator buttons
- ☐ Copy Machines
- ☐ Handrails

- ❑ Water fountains
- ❑ Time-clock

CLEANING STATIONS

Cleaning stations will be strategically placed in areas of high touch and high traffic areas.

PLAY SPACES

Limit the use of shared playground equipment in favor of physical activities that require less contact with surfaces.

- ❑ Clean up and sanitize after every communal activity or use
- ❑ Create activity zones that students rotate to each day

CLEANING PRODUCTS

When choosing cleaning products, we will use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list](#) "N" and follow product instructions.

- ❑ Custodial staff with the responsibility of cleaning and disinfecting the school site are equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product 8 instructions.
- ❑ All products must be kept out of children's reach and stored in a space with restricted access.
- ❑ Ensure safe and correct application of disinfectant and keep products away from students.
- ❑ Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present.

RESTROOM USAGE DURING THE WORKDAY

We have established a maximum capacity for our student restrooms that allows for social distancing. We have posted the maximum capacity sign on the door and taught the proper procedures to the students. We have provided supplies for employees to clean up after themselves in staff-only restrooms. Stalls will be closed as necessary to accommodate the necessary room capacity. Markings on the floor will designate appropriately distanced spaces for individuals waiting.

Assessments and Equitable Learning Recovery

Create formative assessments and metrics aligned to essential learning to measure impact of interventions and to determine curriculum & instructional approaches

What is Equitable Learning Recovery?

- As we strive to address the learning gaps caused by school closures, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems.
- To ensure that our most vulnerable students are not disproportionately affected we must create learning recovery plans that are:
 - Centered on understanding and meeting the needs of students and families traditionally underserved by public education informed by data and diverse stakeholder perspectives
 - Focused on describing and solving for unfinished teaching and learning
 - Structured to support teachers' capacity to deliver instruction in a more equitable way
 - Built on an asset-based mindset and curiosity of how your system can "know more and do better"

Academic learning and progress

By using thoughtful assessments, schools can accelerate learning by focusing resources where they are needed most. Below are considerations for how to rethink assessments when learning is offsite.

- *Start with what you have and build from there:* Teacher knowledge, pre-closure test scores, surveys, past distance learning work, formative assessments, and online curriculum data are all important for understanding what students know and need to learn.
- Remember, *helpful assessments don't have to be in the form of tests.* Writing samples, projects, collaborative work, or even brief verbal check-ins can give timely information about student comprehension and progress toward their learning goals.
- Consider one-on-one conferences to assess reading comprehension, progress, and gaps.
- Be mindful not to continuously add new assignments for a distance learner who is far behind, as without support they will most likely give up.

SDCCS Considerations

- Inventory current tools available for assessing learning pre- and post-COVID-19 (diagnostics, common, interim, and unit assessments, student work, conferences, summative assessment, advisories, parent feedback)
- Select or create initial assessments for the following students:
 - Returning and new students
 - Incoming students to inform planning for intervention
 - Written, verbal (recorded), feedback, student self-reflection

- Virtual assessments provided online and/or completed one-on-one or small group
 - In-person assessment
- Create common assessments, aligned to essential standards (from spring 2020) across content areas to determine learning gaps and to identify students needing additional supports

Additional Considerations

Teacher calibration for monitoring student progress:

- Collaboration by grade level/department or course-alikes
- Grades (report cards/progress reports)
- Course work and student work on assignments
- Review assessment data and/or student work to identify strengths and needs (content concepts/ skills that need to be addressed)
- Ongoing monitoring of student progress
- Determine which data points will be monitored
- Establish a monitoring system to be used to assess student progress
- Establish data protocols for disaggregation of data
- Establish timelines for assessing students and monitoring their progress

Social Emotional Support Systems

At SDCCS emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed Social-Emotional Learning (SEL) to care for ourselves, our students, and their families. Because our communities have experienced trauma to various degrees, we must first address Maslow before focusing on Bloom. Students need to feel connected to school and caring adults—especially when they are remote.

<https://www.exploringthecore.com/post/maslow-before-bloom>

First and foremost, teachers are not trained counselors, psychiatrists, or social workers and should not be expected to perform the same duties associated with those roles. Infusing Social-Emotional Learning into teaching and distance learning is intended to create safe spaces for learning and help address the global trauma we are experiencing, but not substitute for crisis counseling by a professional. Local Education Agencies (LEAs) and schools should develop and share clear processes and resources with teachers for when a student or family needs follow-up support, including points of contact for referral.



During these difficult times, it will be critical for SDCCS to develop trauma-informed crisis response systems that are particularly sensitive to the emotional needs of families, students, and staff. SDCCS staff will think about creative ways to leverage all adult-to-child interaction. For example: think in new, expansive ways about who, among all adults that typically work in schools, could be assigned to groups of students for regular check-ins and follow-ups

- Connection comes first.
- Creating space for informal conversation and fostering connection among peers are critical for addressing social-emotional needs for all students.
- *Provide families with information on services available at school and beyond.* Work with all staff to identify families who need extra support. Reach families who require urgent attention weekly (or more often, as needed).
- *Offer an employee support plan to address staff SEL needs.* Support staff members experiencing secondary trauma or compassion fatigue.

Trauma-Informed Teaching Strategies

1. Expect Unexpected Responses
2. Employ Thoughtful Interactions
3. Be Specific About Relationship Building
4. Promote Predictability and Consistency
5. Teach Strategies to "Change the Channel"
6. Give Supportive Feedback to Reduce Negative Thinking
7. Recognizing areas of strength in students
8. Limit Exclusionary Practices

Considerations:

- What is most important **right now** for my students?
- What do I want students to walk away with at the end of the lesson, activity, or practice?
- Must this be teacher-led or can students engage in this independently?
- What lessons are the most pertinent in the middle of a pandemic?

Resources Include:

Categories:

[General Resources and Guidance](#)

[Mindfulness and Self-Care](#)

[Parent Support](#)

[Curricular Embedded Activities \(check-ins, SEL lessons\)](#)

Planning For Instruction and Accelerated Learning

Our Extended Learning Opportunities plan is extensive and diverse. We have created the plan with the idea of targeting our unduplicated students while also making sure to offer opportunities to all of our student groups as distance learning impacts every student.

Extended School Year

Students are assessed for our Extended School Year (ESY) by their Case Managers and Director of Special Education. Determining ESY eligibility should be a data-informed decision-making process that helps the IEP team determine whether services are necessary for a student to progress over time and to benefit from the IEP.

Two themes emerge in the determination of eligibility:

1. ESY services are necessary when a child will experience significant regression in the absence of an educational program and the time it will take to relearn the skills is excessive, referred to as the regression/recoupment model.
2. ESY services are necessary when the progress the student made during the school year will be significantly jeopardized during school breaks; when a student is at a critical point in skills acquisition (e.g., demonstrating emerging skills).

Chillin' and Skillin'

Our Chillin' and Skillin' camp will be an invite only camp for our unduplicated students. Their eligibility will be determined predominantly by teacher recommendation with the use of our NWEA Maps spring assessments. We can identify students that are not making expected progress along with the skills that need to be addressed.

Dance, Art, and Science Camps

The Dance and Art camps will be open to anyone who would like to participate. We will ask for our 8th grade Mentors to participate and support these programs.

Instructional Assistant Training

We will train any of our IA's that will be hired. Our plan is to provide this training in August to all of our IA's. We will film the training and continue to offer the professional development to IA's as we onboard them throughout the school year.

Teacher Narrative on Targeted Interventions

All teachers will participate in training regarding narrative report cards that include data and targeted interventions to support the students in their summer learning.

Zero Hour and After School Tutoring

This will be available for any student to sign up for and for some will be a very intentional invitation. Teachers will have an important role of recommending students and sending work or targeted activities for students. We

will also use the data from our Spring CAASPP and Spring MAPS assessments to identify students who would benefit from the extra time to narrow the learning gap.

Winter and Spring Camps
These camps will be open to all students that want to attend.

We will be adding additional staff to our OG program to assist in facilitating additional reading groups every afternoon.

Our new math curriculum will be taught school wide as well as with our distance learning students. The schedule that reduces the numbers of students present in the class should support small group instruction and fantastic opportunities for individual attention.

Curriculum matters. The research record on the difference that a knowledge-rich curriculum can make for student learning is extensive and growing . As SDCCS prepares for the challenge of restarting face-to-face as well as hybrid models, a coherent pathway for learning recovery and acceleration needs to include greater reliance on high-quality materials and instruction, and completing the circle with curriculum based assessments.

How do we accelerate student learning in the next two years?

As you work to accelerate student learning, keep in mind:

Accelerated learning and cultural, social, and emotional responsiveness are not mutually exclusive.

Learning doesn't happen at the expense of responsive teaching, or vice-versa. The truth is that a core part of strong instruction is responding to the cultural, social and emotional needs of students. If instructional practices leave students feeling displaced, invisible, or unsafe, accelerated learning can't happen. Likewise, trauma-informed instruction and cultural, social, and emotional responsiveness do not require forfeiting strong, grade-level-aligned instruction.

Accelerated learning and strong instruction are interdependent.

You can't accelerate learning with poor instructional practices in place, and you can't have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning *and* strong instruction.

Accelerated learning and strong instruction should not cause further trauma.

Educators have the potential to cause trauma. We can cause additional trauma to students by denying them access to a high-quality education, and we can cause trauma by putting systems and structures in place that prevent students from accessing high-quality instruction. We must consistently evaluate and understand the consequences that our instructional decisions have for the children we serve and the adults that support them.

Accelerated Learning Considerations

- Identify essential learning needed
- Name the knowledge and skills students must master by the end of the year
- Map out the curriculum scope and sequence to include spiralling of skills
- Anticipate possible learning barriers and build in options and scaffolds using Universal Design

Learning (UDL) principles to increase learning access for all students

- Determine content/concepts that will be taught in person at school and content/concepts that will be developed via virtually at home
- Determine metrics to monitor student learning
- Develop a schedule based on equitable access for vulnerable student groups determined by student & family need/data versus equal access for all
- Develop a flexible calendar based targeted student acceleration determined by student need/data vs traditional calendar

Determine what curriculum resources are available and what is needed to reopen and support instruction for all, some, few:

- Curriculum support for:
 - Gap-filling curriculum
 - Distance learning
- Instructional supplies (considering students cannot share materials) identify what materials need to be distributed
- Learning environment- materials that support learning while allowing students to maintain physical distance (i.e. individual white boards for each student, etc)
- Reflect and refine the scope and sequence, curriculum maps, and/or pacing guides on an ongoing basis to determine where acceleration can occur with students
- Identify the curriculum, resources, and/or supplies needed at school and home
- Ensure access and equity of curriculum

Student Equity Considerations

We must work toward climbing out of this crisis with a focus on racial equity so that the state and the hardest hit communities – especially Californians of color and low-income Californians – can recover. The educational systems in our state must be rebuilt so that they facilitate access and opportunity much more evenly than ever before.

PROMOTE INSTRUCTIONAL EQUITY

1. Ensure equitable access to learning materials. SDCCS should prepare to provide instructional materials to students if schools are closed in order to keep students engaged and learning. We should not rely on remote or distance learning unless we have previously provided all students with access to required materials, including technology.

2. Work closely with teachers and counselors to provide support. SDCCS will engage teachers in preparing instructional materials to continue students' learning. This can include providing grade-

and instruction-appropriate periodicals, texts, links to instructional videos, and take-home activities. We will also work with school counselors to anticipate and meet the socioemotional needs of students.

3. Address the specific learning needs of students with disabilities, English learners, and students in temporary housing. SDCCS should ensure that the learning materials made available meet the specific needs of students with disabilities, English learners, and students in temporary housing. To support English learners, schools should also ensure that information about resources and support is available to families in multiple languages.

PROTECT STUDENT WELL-BEING

4. Provide breakfast and lunch to students who rely on school meals. SDCCS will work with our food service providers to make meals available for students who are low-income for the duration of any school closure. We will work to support families at our food pantry and throughout the upcoming school year.

5. Coordinate with trusted community partners. SDCCS will work with community-based organizations, faith communities, after-school providers, and other trusted partners to ensure clear and consistent communication to students and families about accurate coronavirus information and the resources and supports available.

6. Connect families to other services they may need. While schools cannot be expected to do everything, they are a vital and trusted hub for students and their families in a time of uncertainty. SDCCS will work with their local government partners so that they are able to point families to health, housing, legal, and other resources.

Equity
<p>Student equity and access must be considered while planning for instruction:</p> <ul style="list-style-type: none">English Learners- Determine when and how English Language Development (ELD) will be provided (integrated and designated)Students with Disabilities (SWD)- Determine how services be providedDetermine support for the most vulnerable student populations <p>Determine equitable student learning:</p> <ul style="list-style-type: none">Understand students current level of performanceCollaborate with teachers and specialists to determine equitable grading practices and procedures for studentsDetermine and develop grading considerations for Foster Youth/ Homeless, English Language Learners, students from Socio-economically disadvantaged homes, and significant populations.

- Communicate grading practices and policy with families and students

Determine how interventions and support will continue in an on-site, distance and/or blended learning model:

- Students who need intervention during the Fall semester
- Students who need intervention due to loss of learning during COVID-19
- Develop a plan for appropriate supports and interventions for students
 - Student Study Teams (SST) to include: onsite, distance, and blended learning support
 - Ongoing monitoring of student progress
 - Social-emotional supports
 - Counseling supports

Determine appropriate structures and supports to address the needs of vulnerable populations. To address the needs, districts/schools should implement a tiered-system of support. We have created a position for the next two years that will create an SDCCS MTSS program.

- Build systems for leaders to connect with and support the work of staff providing instruction and support to students at tier 2 and 3 to include:
 - Data collection and sharing to measure impact on learning
 - Tracking discussion of student progress
 - Tracking of intervention decisions
 - Social-emotional supports for academic success
- Ensure processes are in place for teachers to have student information prior to the start of school
- Establish a process and rhythm of academic check-ins with most vulnerable students
- Provide appropriate social-emotional supports to students
- Ensure academic supports are appropriate to meet students individual needs

Special Education considerations must be made to ensure Free and Appropriate Public Education (FAPE):

- Utilization of support staff in blending learning model
- Engage the Educational Specialist teacher with the development of the blended learning model.
- Determine needs of Mild/Mod and Mod/Severe student needs that include the 100% virtual model, Blended Learning, and Independent Study. Considerations include determining essential Learning Standards, IEPs that reflect a blended learning model.

Family and Community Engagement

At SDCCS we recognize that Social Emotional Learning applies to adults as well. This is an opportunity for us to grow in this area just as it is for our students. In order to be our best selves we must develop our own mindfulness practices as we work to meet the students' needs. Since such practices may be new/uncomfortable for students, we will begin where the students are. Over time teachers can scaffold their practices to become more complex.

Now more than ever, it's crucial for SDCCS to work with families as authentic partners, so that students can stay on track for their academic and life goals even while schools are closed.

We will provide opportunities for students and parents to engage in restorative practices in the home. This can be done through building community or as an extension to curriculum focused circle questions.

Effective school reopening will require diligent efforts to communicate with parents, educators, and community members. Careful reopening plans will be for naught if parents and staff are not confident about the measures in place. Communication from SDCCS Administration will minimize chaos and confusion with clear and consistent communication.

Communication is going to be key in our success at keeping everyone safe and informed.

Communication
SDCCS will:

- Provide accurate and ongoing messaging to stakeholders about measures being taken to help keep students and staff safe
- Provide timely updates
- Communicate importance for individuals to stay home when sick, and message that students will be provided with opportunities to complete missed assignments due to illness
- Publicize guidelines and tailor specific messages for teachers/staff on how to decrease the risk of exposure while at work/school, including the use of face coverings, frequent handwashing, use of hand sanitizer, and social distancing
- Educate families on their role and responsibilities:
 - Students stay home when sick;
 - Keep emergency contact information up to date;
 - Have a plan for when a child needs to be picked up from school;
 - Quarantine/isolation recommendations;
 - Home care guidelines
- Surveys to stakeholders including:
 - Certificated Staff Survey
 - Classified Staff Survey
 - Students Survey
 - Families Survey
- Start conversations with Classified and Certificated staff about a flexible and modified calendar as well as alternative schedules
- Share ongoing COVID-19 Health Guideline updates and implications for school response via school website and emails
- Establish consistent communication processes with staff and community regarding public health information
- Inform governing board of alternative schedule, calendar and possible policy changes
- Clearly communicate schedule and calendar with staff, and then families, noting:
 - Guiding Principles, including equity considerations
 - Deciding factors
 - Assumptions
 - Benefits
 - Challenges
- Build in logistics for student schedule disbursement and new orientation formats
- Inform governing board of site needs and considerations

The CoOp School Parent Volunteer COVID-19 Protocols

SDCCS has developed policies and procedures that follow the Center for Disease Control and state and local recommendations and guidelines to help protect students, teachers, administrators, and staff from COVID-19.

To ensure social distancing we will be limiting the number of volunteers on campus at any given time and all volunteers on campus must comply with the school volunteer regulations.

Volunteer Agreements

- All volunteers must schedule a time to be on campus with teachers or administrators. There will be no drop in volunteer opportunities.
- At this time all volunteers should have proof of vaccination or a negative COVID test within 48 hours of their volunteer opportunity.
- Volunteers must check in at the front office to have temperature taken and to answer health screening questions. Volunteers must be in good health and have low risk factors to volunteer.
- Volunteers must wear a mask that completely covers the nose and mouth at all times while on campus.
- Volunteers must wash hands frequently and maintain social distancing from staff and students.
- Volunteers on campus must use all school approved cleaning products when sanitizing the classroom or school environment.
- We have created specific guidelines for driving field trips including:
 - All persons in the car will be wearing masks
 - Windows should be down to allow for airflow
 - All drivers need to be cleared through the office in advance

English Learners

English language learners have been disproportionately impacted during the pandemic by losing English language exposure and supports that assist both language development and the ability to learn subject matter content. Furthermore, what works for English learners is great for all learners. That means that our schedules and handbooks, resources and curriculum tools must also align with best practices for ELs. SDCCS will work to understand culture and elevate home languages as students spend time learning from home.

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides SDCCS with four guiding principles to support and embrace the English learners they serve:

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- **Principle One:** Assets-Oriented and Needs-Responsive Schools *f*
- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access *f*
- **Principle Three:** System Conditions That Support Effectiveness *f*

- **Principle Four:** Alignment and Articulation Within and Across Systems

These principles will continue to guide SDCCS in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that we support English learners' social–emotional well-being and embrace English learners as the assets they are while also providing them with the support they need to succeed.

EL Considerations:SDCCS will:

Academic Support:

- *Prioritize language learning in schedule and curriculum decisions.*
 - Language proficiency in reading, writing, listening, and speaking must be considered as schedules are designed for on-campus and off-campus learning.
 - Present new instruction in multiple modes (video, synchronous instruction, audio, or slides), with graphic organizers, to aid comprehension.
 - When curating content, use videos with closed captions or subtitles when possible.
 - Be sure to consider how and when integrated ELD and designated ELD supports will be provided.
 - Carry out continuous assessments and adapt curriculum as students' language proficiency levels change.
 - Check whether the curriculum you are using now has an online or tech-enabled component. If not, consider purchasing a vetted, research-based curriculum that offers distance learning opportunities.
 - Ensure students have access to grade-level appropriate materials in addition to learning level materials
 - Distribute tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator, and Microsoft's Immersive Reader.
 - Provide instructional materials that demonstrate an understanding of students' cultures.

Special Education

SDCCS is dedicated to serving all students. Students with special needs should be taken into special consideration whether it be meeting their learning needs or planning a program for them if they are immunocompromised.

The United States Department of Education's Supplemental Fact Sheet released on March 21 states:

To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.

For students with individualized education programs (IEPs), SDCCS will ensure that students have access to the educational opportunities and will provide the special education and related services identified in the IEP, to the greatest extent possible.

There is flexibility for individual or small group activities that will greatly support student learning. Assessing the needs of students with IEPs and creating a program that meets those needs while working closely with families will be the key to success no matter what learning program is chosen for the student.

SPED Considerations

- Students with Disabilities
 - Determine the IEP benchmarks, reporting, and assessment to measure student learning progress (i.e. Student work samples, etc)
 - Determine how to communicate student progress to the IEP team
 - Identify students who are medically fragile and develop a plan to support their needs.
 - Schools engaged in an inclusion model - what will that look like to ensure student needs are met?

School Closure

It's an outcome no one wants, but could become a "harsh reality", a second wave of shutdowns. Our goal at SDCCS is to stay open and teach in person however if there is a second shut down our staff will be prepared to move to distance learning immediately. We have reflected on our previously offered program and worked to make it more streamlined and manageable for both parents and their children.

Considerations if School Needs to Shut Down Due to COVID

- [Plan for transitioning to 100% distance learning during possible COVID-19 resurgence](#)
 - Use key learnings from distance learning in Spring 2020 to inform quick transition for increased student participation and work completion
 - Schedule designated days of the week and times of the day for student supports to avoid content overlap
- Try to use what you've already been using. Teachers and students will have the most success with materials they're familiar with. If you can leverage your existing resources at home—especially if you're confident in their quality—you should.

- Keep it clear and simple. Don't overwhelm your staff and families with too many resources. Plan for about 4.5 hours of instruction per day, depending on age, and give families specific advice about when and how to use the materials you recommend. When it comes to delivering virtual instruction, don't underestimate the power of the simplest solutions—for example, teacher-to-student phone calls.
- Be honest about the capacity and needs of your staff. Just like students and families, school-based and central office staff are dealing with a lot right now. Any successful plan needs to account for that reality while also focusing on student learning.
- Do the best you can right now, while planning to meet the needs of every student. As you build your plan, it's critical to consider the needs of all students, including English Language Learners and students with IEPs. You'll also need to consider issues like training, dissemination of materials, and access to technology, to ensure that your plan can work for all families. But don't be afraid to roll out what you can do well right now while you continue to refine your plan (an approach the U.S. Department of Education encourages, too).

Informing Documents

The following documents provided model language, guidance, and inspiration for this document

- CDC Considerations for Schools
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html#anchor_1589932065842
- San Diego County Office of Education
<https://covid-19.sdcoe.net/>