



**San Diego Cooperative Charter
School
2023/2024
Parent Handbook**

www.sdccs.org

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GENERAL INFORMATION

Contact Information

Administration – The San Diego Cooperative Charter School

Executive Director	Sarah Saluta	sarah@sdccs.org
Business Manager	Janna Roper	janna@sdccs.org
Director of Technology/Facilities	Andy Yen	andy@sdccs.org
Special Education	Kathy Osterhout	kathy@sdccs.org
Principal	Kathy Osterhout	kathy@sdccs.org
Vice Principal	Bernie McFarland	bernie@sdccs.org
Main Office	858-496-1613	office@sdccs.org

Board of Directors

Simon Chapman — Director/President – boardpresident@thecoopschools.org

TBD – boardvicepresident@thecoopschools.org

Mitch Rubal Director/Treasurer – boardtreasurer@thecoopschools.org

Tabitha Kohmescher – Director/Secretary – boardsecretary@thecoopschools.org

Danika Hochberger – Director/Staff Rep – danika@sdccs.org

Morgan Weir-Director -morgan@sdccs.org

TBD– Director/ PSA Rep – boardpsarep@sdccs.org

Meera Ramanthan – Director - boarddirector05@sdccs.org

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. We aim to create a community model 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 must create the peaceful and calm community 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 extra patience and goodwill to our campus when you are here.
- Actively seek opportunities to provide support and service within our school community and beyond. Ask yourself, “How can I help?”

2. **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 contributes 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 improve unless addressed early and directly. If a solution cannot be reached, the involved parties may notify the Principal, who will 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 consider the children's strengths, challenges, and interests 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 student's 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 a 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 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:

- Make sure your children are supervised 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 on any school day.
- Drive slowly and stay alert in the drop-off and pick-up zones.
- Enter/exit the campus at the designated locations.
- Only unlock or open gates unless if directed to do so by a staff member. All visitors must check in at the front office for the safety and security of our entire community.

Philosophy

The San Diego Cooperative Charter School (SDCCS) believes learning is a very individual process. Each of us constructs and revises our understanding of the world every day. How individuals learn best depends on many factors: developmental stage, environment, personality, interests, and social style are just some 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. Through individual and group testing, we also assess skill levels in the content areas (language, reading and writing, math, science, and social studies). These assessments give the teacher a picture of the class 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 learn facts and gain 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 staff members, 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 is 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 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 two-fold: 1) To generate new sources of revenue, public and private, to augment the schools' operating budgets to sustain essential student services and supports, address facility and equipment needs, and retain the highest caliber faculty and staff; and 2) To streamline, coordinate and support the operation of all parent and teacher-led activities, including the PSA.

The Board of Directors

The Board of Directors (BOD) functions as the school's policy and oversight committee, ensuring the charter mission is fulfilled. The 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 emailed 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 greatest indicator of student success. Parents are the backbone of The San Diego Cooperative Charter School. 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 our children and the school as a whole. We sincerely value and appreciate all volunteers. For campus-specific PSA information available in the campus addendums.

Parent Staff Association (PSA)

Do you want to volunteer and get more involved in our community, but do you **need to 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 Amy Zink alzycat@gmail.com 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 9:00 am, 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 Ramon Aguirre, Information Technology Director, at TECH@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) Volunteering is not required – no student shall be penalized in any way for the inability of the family to volunteer.
- 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.

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 enhance our students' 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, and 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 requiring children to sell gift wraps, cookie dough, candy, or coupons. 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 give sponsors or donations.

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

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

We try to make sure that the community is at the heart of what we do, and that includes fundraising

Online Fundraising

- Amazon.com link on our website

Every time you purchase www.amazon.com, start your shopping adventure by clicking 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 and set it as your default Web Search Engine. Identify our school as the designated recipient. Every time you search - we make 1 cent.

- Gift Card Order

Scrip = "Prepaid Gift Cards. Earn money for the school without costing you anything extra. Just spend your regular budget, but pay with gift cards. Gift Cards can be used for just about any household purchase, including: food, clothing, entertainment, gasoline and dining out. Plus many cards are instantly refillable online. www.shopwithscrip.com The San Diego Cooperative Charter School access code is: FF6C1F9D1L585

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.

If you have any questions about the passive fundraising program.

Please contact the Fundraiser Coordinator or your classroom teacher.

Scrip = "Prepaid Gift Cards". Earn money for our school without costing you anything extra! With scrip, you're paying face value and you're getting face value. You raise money by changing your payment method, which means no more time spent buying or selling fundraising products, and no more fundraising fatigue. Each retailer gives a percent of your gift card purchase back to the school. With hundreds of gift cards available, you can use Shopwithscrip.com to purchase eCards for groceries, gas, clothing, entertainment and gifts for family and friends. To sign up, visit <https://shop.shopwithscrip.com/Login/Enroll> and use enrollment code: FF6C1F9D1L585. To save on shipping and processing costs, SDCCS is using Shopwithscrip.com for eCards only, using the payment type of Credit Card or PrestoPay, which allows you to pay directly from your checking account. Any orders for physical cards or with payment type of "check" will not be processed at this time.

Nondiscrimination Statement

The Charter School shall provide a copy. The Charter School does not discriminate against any person based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

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

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

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

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

[Sarah Saluta
Executive Director
[858-496-1613 or sarah@sdccs.org

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

CAMPUS LIFE AND PROCEDURES

Parent Involvement Policy

The San Diego Cooperative Charter School believes 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 can 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 student's learning and growth. Therefore, two levels of parent involvement, both formal and informal, will be made available to parents.

Level I. Required:

- Commitment and willingness to adhere to 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)
- Attendance at student showcases such as Peace Day or Ballroom Showcase

Parent on Campus Behavior Policy

The San Diego Cooperative Charter School expects and requires that adults on campus (staff, parents, other family, 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 respectfully. It also addresses personal privacy issues; we must set a consistent example if we expect our students to behave respectfully. If a parent does not comply with our policy, the administration can 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 by 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.
- Include the following information when reporting your child absent:
 - Notification date
 - Student's full name
 - Teacher's name and grade
 - Date(s) of absence
 - Reason for absence
 - 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 misses school days. Requests to accommodate student learning via an independent study contract will be made individually.

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 before the usual dismissal time.

The San Diego Cooperative Charter School maintains a closed campus. All gates are closed at 8:35 a.m. and re-opened 10-15 minutes before the end of school.

A copy of the complete Attendance Policy is available upon request at the main office.

Excessive Late Arrivals or Early Departures

As indicated throughout this document, attendance is an issue that The San Diego Cooperative Charter School takes it very seriously. Students regularly arriving late to school or leaving early are also at risk of poor academic performance. For students habitually missing a portion of the instructional day, notification letters will be sent as outlined above. Our classes often spend the first half hour of the day in morning meetings where the students connect with their classmates and teacher, get set up well for the day, and review important academic standards. Getting your child to school on time is

a key element in their success in school. 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, adversely impacting the student's success and her/his ability to be a contributing member of the learning community.

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

Voluntary Withdrawal

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

Involuntary Removal Process

The parent or guardian of the student shall be provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

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

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

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

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

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

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

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

Options for Students Unable to Attend School

Students who are unable to attend school for an extended period 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 possible. When reasonable, parents are encouraged to work with teachers to support the student completing missed work within a practical period.

- 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 get in touch with the teacher in advance for assistance in obtaining makeup schoolwork for your child.
- Suppose your child is regularly unable to attend school or participate in scheduled classroom activities for non-health-related reasons. In that case, a conference should be scheduled between the parent and principal to determine if San Diego Cooperative Charter School is the most appropriate academic placement for your student.

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 is 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 alternative transportation list. Middle school students may meet their parents at a designated remote pick-up location if the main office provides written notice of this arrangement. Students must always be under the immediate supervision of an adult when on campus before or after school hours. If your student is going home with another student or getting picked up by an adult not known by the school, we ask that you please let the front office know via email or phone.

Early Morning Drop-Off: Students may be dropped off as early as 8 am; we understand the importance of movement and therefore have staffed a before-school recess so that students can get some play and exercise in before their school day has begun. If you have a child who is slow to start in the morning, this playtime is encouraged so that they are alert and ready to learn by the time they enter class. * See drop-off procedures.

Regular Morning Drop-Off: TK and Kindergarten children need to be walked to class by either a parent or older sibling. Students in grades 1-8 may be dropped off in the passenger loading area in the back parking lot or walked onto campus. Staff will supervise the playgrounds and the drop-off zone 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 only park your car during the drop-off zone.** If you need to park, there may be spots in 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 which are opened approximately 10-15 minutes before school is over. All Kindergarten and TK students must be picked up at their classroom by someone authorized to remove the child from school grounds or by an older sibling or carpool friend who can escort the younger child to the pick-up zone.

Afternoon Pick-up Zone: At 3:00 pm on regular school days and at 12:30 on Thursday's children may be picked up in the pick-up zone. Remember, kindergarten students and TK must be picked up at their classroom or escorted to the pick-up zone by a sibling.

It is important to note that the pick-up zone will open at the end of school and when many students are present for pick-up. If you come early, you will be directed to continue driving or park on the street. These procedures reduce backup and congestion and allow for a more fastidious process.

Student Rules for the Pick-up Zone:

- Stay around 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 the pick-up zone staff directs.

Driver Rules for the Pick-up Zone:

- Pull as far forward in the pick-up zone as possible. Students may not load/unload from the middle of Levant St. This is dangerous and has created significant problems in the past. We encourage you to arrange a place to pick up off-site if this occurs.
- 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 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 bustling area and it requires your complete attention.
- Please be considerate of what music you are playing if it is loud,
- Please do not pull up in the parking lot to pick up your student; we ask that you use the pick zone.
- Follow all 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 trip plans — contact vendors, set dates, submit budget to PSA Treasurer, and complete vetting process on all vendors.
- **By the End of August** — Teacher's plans must be finalized, and preliminary information should be ready to share with parents.
- **By September 30** — RSVP Forms due
- **By November 30** — Chaperone Commitments needed
- **Before Departure** — Appeals for denial of trip privileges for disciplinary reasons must have been made
- **30-Days Before Departure** — Parents must have completed all necessary paperwork
- **10 Days Before Departure** — Lead Teacher meets with Principal, turns in attendance rosters & chaperone lists, contact sheet with phone numbers, lesson plans/sub schedule for non-participants

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 by 30 days before the trip.
- All Field Trip Chaperones must comply with school chaperone policies, a copy of which will be provided for them before 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 can only participate in field trips with 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 you feel a child is unruly or compromising the group's safety, notify the teacher immediately. If you are driving with a child that is causing a disturbance, return to the school directly and place that child in the care of the Principal. Please do not attempt to discipline children in any way.

Driving Safety

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 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.

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 need 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 the vehicle
- Directions and map to the 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 handicapped spaces unless your vehicle displays appropriate plates or placards. Please do not park in any area that is not a designated parking space. These areas must be kept clear to allow emergency vehicles access to our campus. Additionally, you should not park in the spaces labeled "Reserved" The San Diego Cooperative Charter School Thank You". These spaces are reserved 24/7/365 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. A bus loading zone along Levant Street 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 used in the afternoons by the Boys and Girls Club to pick up our students for aftercare. In the past, parents have been ticketed for parking in these areas.

Student Use of Technology

Network Use Guidelines

Students will have access to:

- Students in grades 5-8 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 their students' needs, maturity, and ability.

Prohibited Uses

Transmission of any material violating 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 whenever 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 the school site discipline/ network use policy.

Network Rules and Etiquette

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 or use vulgarities or any other inappropriate language. Anything about 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 supporting illegal activities must be reported to appropriate authorities.

- Maintain privacy. Do not reveal the personal address, phone numbers, personal websites or images of yourself or other persons. Before publishing a student's picture, first name, or work online, the school must have a parent release authorizing publication on file.
- Cyberbullying is considered harassment.
- Respect copyrights. All communications and information accessible via the network are assumed to be the author's property 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 their departments. Suppose you have a compliment, complaint, or inquiry about an issue at school. In that case, the best approach is to speak directly to the school administration rather than publicly discuss the matter. The staff works hard to create programs, and seeing it being publicly criticized can be hurtful.
- While many schools use social media to update parents on 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 get you to discuss important matters via Facebook.
- If you have raised an issue with a school or know 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 that involves the school, hinders a child's learning, and/or affects the school community, 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 online arguments, including 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. Refrain from demonstrating 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 technology on campus.

Vandalism

Vandalism will result in the cancellation of technology use privileges. An 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 policies on using and possessing 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 the supervision and control of San Diego Cooperative Charter School employees under the following circumstances:

- All students (K-8) may use these devices on campus before 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 confiscating 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.

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

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", and "SDCCS") and the school logos are intended to identify our schools and to represent the image and qualities that define our program. To maintain these qualities, utilizing, making reference to or presenting images of the various forms of the school's 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 provide and maintain high-quality classroom materials.

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 the 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. We must demonstrate to the children the actions we all must take in emergency drills as if it were an actual emergency. It is also important to note that we are cautious about discussing these drills with students and that some look like the teacher simply locking the door and continuing to teach (Shelter in Place).

Universal School Meals

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

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

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintaining information

about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records about the student. It shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records to examine the information, request the exclusion of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

CONDUCT EXPECTATIONS AND DISCIPLINE

Student Conduct

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 product 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 the 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 the 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 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.

Please see the full Suspension and Expulsion Policy in Appendix B of this handbook.

INSTRUCTIONAL NOTICES

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on their student’s achievement level on every State academic assessment administered to the student.

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require the student’s comparable time and effort investment. As a means of penalizing the student, it shall not be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available a school prospectus to any parent or legal guardian, which shall include the curriculum, titles, descriptions, and instructional aims of every course offered. Please note that, according to law, the Charter School may charge for the prospectus in an amount to be at most the cost of duplication.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its grades 5-8 students. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health and HIV prevention education. Parents and guardians may:

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

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian can excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or study if they wish, notified of their right to

excuse their child from the test, questionnaire, or survey, and informed that to justify their child they must state their request in writing to the Charter School.

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

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's or the student's parents' or guardians' personal beliefs or practices in sex family life, morality, or religion.

Teacher Qualification Information

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at sarah@sdccs.org or 858-496-1613 to obtain this information.

STUDENT HEALTH & SAFETY

Health Screenings

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

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.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Medication at School

- Any student who is required to take, during the regular school day, medication prescribed by a qualified healthcare provider, can be assisted by the school staff if the school receives a written statement from the parent/guardian and qualified healthcare provider. 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

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

These required immunizations include:

Child's Grade	List of shots required to attend school
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<p>TK/K-12 Admission</p>	<p>Diphtheria, Tetanus and Pertussis (DtaP) – Five (5) doses Polio – Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) – Two (2) doses Hepatitis B (Hep B) – Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DtaP are allowed if one was given on or after the fourth birthday. Three doses of DtaP meet the requirement if at least one dose of Tdap, DtaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DtaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p>Entering 7th Grade</p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) – One (1) dose Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Oral Health Assessment 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 (in kindergarten or first grade). Assessments done 12 months before 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 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 finding a provider for the Oral Health Assessment.

Pediculosis Policy (Head Lice)

Lice are a common problem in any area where children gather. 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. It 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 must 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 will be sent home. The student may return to school when well and/or released by a physician. Suppose there is reason to believe a student is suffering from a recognized contagious or infectious disease. In that case, the student will be excluded from school until school officials are satisfied that the student has no contagious or infectious disease.

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 applying pesticides. 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.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules

and regulations, jeopardizes the health, safety, and welfare of students and Charter School employees.

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

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person that requires access to the information located or reasonably believed to be located on the electronic device. Suppose the Charter School has a good faith belief that the device is lost, stolen, or abandoned. In that case, the Charter School may only access electronic device information to attempt to identify, verify, or contact the device's owner.

The Charter School may seize or confiscate a student's electronic device without searching its contents if the use or possession of the private electronic device violates Charter School rules or regulations.

Opioid Information Sheet

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

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

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

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

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

Diabetes

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

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please get in touch with the office if you need a copy of this information sheet or if you have any questions about this information sheet.

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

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.

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

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please get in touch with the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Human Trafficking Prevention

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

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

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

Mental Health Services

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

Available on Campus:

- **School-based counseling services** – your child is encouraged to contact a Charter School counselor directly by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at [858-496-1613]. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Whether provided by our Charter School or an outside provider listed herein, counseling services are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to contact Kathy Osterhout at 858-496-1613 to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication, please contact a THE FRONT OFFICE STAFF at 858-496-1613.

Available in the Community:

- **PERT:** Psychiatric Emergency Response Team available through contacting 9-1-1
- **San Diego Access and Crisis Line** AVAILABLE 24/7 and FREE
1-888-724-7240
- **Emergency Screening Unit (ESU):** The Emergency Screening Unit provides crisis stabilization services to children and youth experiencing an acute psychiatric crisis.

ESU is open 24 hours per day 7 days a week.

4309 Third Avenue
San Diego, CA 92103
Telephone: (619) 876-4502

- **Radys' Children's Emergency Room for Immediate Screening**
<https://www.rchsd.org/programs-services/behavioral-health-2/programs/>
- **Radys Behavioral Health Urgent Care**

Address: 4305 University Avenue, Suite 150 San Diego, CA 92105

Phone: 858-966-5484

Open: 10:30 a.m.-8 p.m., Monday-Friday

Appointments: 10:30 a.m.-4 p.m., Monday-Friday

Monday-Friday walk-in hours: 4-8 p.m

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for distressed adults and youth, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** <https://www.thetrevorproject.org/>.

Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Pregnant and Parenting Students

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

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses.

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

SARAH SALUTA
EXECUTIVE DIRECTOR
SARAH@SDCCS.ORG, 858-496-1613

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please get in touch with the Executive Director.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of

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

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

- With minimal exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

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

School Bus and Passenger Safety

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

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

SPECIAL POPULATIONS

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to, learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under

Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please get in touch with Kathy Osterhout, Principal, at 858-496-1613.

English Learners

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

APPENDIX A

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; wheelies or shoes with any wheel. Children should wear clothing encouraging 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 dress reasonably for a school day.

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 <http://www.cde.ca.gov/be/st/> Common Core National Standards available at www.corestandards.org. Teachers at SDCCS take these standards and create units, projects, and lessons for the class of kids in front of them and will include but not be limited to:

Active engagement: Constructivist and progressive studies focus on engaging students actively in learning. Instead of passively receiving information, students are encouraged to explore, question, and connect to their prior knowledge. This involvement leads to better retention and understanding of the subject matter.

Personalized learning: These approaches acknowledge that students have different learning styles, interests, and abilities. By allowing students to take ownership of their learning, teachers can tailor lessons and projects to meet individual needs, increasing student motivation and enjoyment of the learning process.

Critical thinking and problem-solving skills: Constructivist and progressive approaches emphasize higher-order thinking skills. Students are encouraged to analyze, evaluate, and synthesize information to solve problems and make informed decisions. These skills are essential for success in real-life situations.

Collaborative learning: Students are often encouraged to work in groups and participate in collaborative projects. This fosters teamwork, communication skills, and empathy, as students learn to respect and appreciate different perspectives.

Real-world relevance: Projects and units are designed to be relevant to students' lives and experiences. This helps make learning meaningful and applicable, as students see the practical implications of what they are studying.

Creativity and innovation: Progressive education values creativity and originality. Students are encouraged to express themselves and think outside the box, which nurtures their creativity and problem-solving abilities.

Lifelong learning habits: By promoting self-directed learning and curiosity, constructivist and progressive approaches instill a love of learning in students. This can lead to a lifelong habit of seeking knowledge and personal growth.

Emotional and social development: These approaches also prioritize emotional intelligence and social skills. Students are given opportunities to express their feelings, develop empathy, and build positive relationships with peers and teachers.

Flexibility and adaptability: The dynamic nature of constructivist and progressive education allows teachers to adapt their lessons based on students' needs and interests. This flexibility ensures that the learning experience remains engaging and meaningful for each student.

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 or energy drinks. 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 October. 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 3-8 will take the NWEA Map assessment at least twice a year.
- ☐ Student in grades 3-8 will take the CAASPP assessment annually.
- ☐ Students in grades TK-2 will assess their students 3 times a year with an internal standardized assessment.
- ☐ 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. We ask that all students read nightly, research shows that students benefit from reading for at least 30 minutes each night.

Homework, when assigned, will be a meaningful continuation of classwork and it will be something that can be completed independently.

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

If you changed your address, you must bring proof of residence showing your new address to the main office. Acceptable

documents include a recent utility bill, water bill, or cable bill; current rental agreement or mortgage documents; property tax payment receipts; military housing orders. It is essential that you have a current email address on file in our office so that you are getting our regular newsletters, reminders and updates.

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

Contact the front office if you changed your home/work/cell number. It is essential 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 or report an absence online. For absences, 2 days or longer a contract for independent study may be an option if the principal or designee approves it. Review the attendance section of this handbook for additional information, and 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 your child has an infectious disease. These include (but are not limited to) conjunctivitis (pink-eye), fifth disease, impetigo, chickenpox, strep throat, scarlet fever, COVID - 19 and bacterial diarrhea. Children with suspected or confirmed infectious diseases should not be sent to school for the health and safety of all school community members.

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 current. We also ask that you put together a plan in case your child is sick, and you are unable to pick them up. We do not request that you pick up your kids lightheartedly; they usually feel sick and a delay in picking them up can make them feel worse and potentially spread illness to other students.

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

All new students must submit an application. 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.

Currently enrolled students need to respond to our survey in the spring indicating that they will be returning for the next school year.

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 help with problems. If speaking with that person does not work, contact the PSA president. If you need help finding volunteer opportunities, contact the volunteer coordinator(s).

You are concerned about something that happened at school:

As we teach 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 that each teacher is responsible for all students and is not available for private conferences during instructional time. Setting up a time to meet is best and letting the teacher know what the meeting is regarding.
 1. State your concern at the meeting, 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.
 2. 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 needs to be listed, call the school office at (858) 496-1613. Most events are also noted on the school calendar available online at www.sdccs.org

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 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.
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 in October and student-led conferences are in March for TK-5 and May for Middle School. These meetings are an enriching time, offering the exchange of ideas about the class and about children's growth and development.
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 emergency contact information provided by parent or guardian 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. If parents wish to visit a classroom outside of the time they are actively volunteering, the visit must be cleared with the Principal.
7. The State partially funds our school following 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.
8. Our school intends 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 is concerned about their child or their child's classroom, their first contact should be with the child's teacher. Suppose a solution cannot be reached with the teacher. In that case, 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. Parents and staff are expected to be sensitive to the privacy of others. Therefore, any discussions of concerns relating to the classroom or to the specific needs of children should be limited to the parties directly involved and in locations that afford some measure of privacy.
 - c. We expect all families to support our behavior principles of respect for self, others, and the environment. Students who do not honor these principles and behave appropriately at school may be suspended or expelled.
 - d. Suppose a parent cannot act safely or appropriately with the children, staff, or other parents. In that case, The San Diego Cooperative Charter School reserves the right to act 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, consist of small groups of children, and 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 school members 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.

San Diego Cooperative Charter School

SDCCS 2023-2024 School Calendar

August 2023				
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	31	

September 2023				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 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			

November 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	

December 2023				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024				
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		

February 2024				
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	

March 2024				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024				
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			

May 2024				
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

June 2024				
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

First Day/Last Day of School				
Minimum Days				
Minimum Day for Conferences				
Holidays (No School)				
Staff Work Day (No School)				
Semester Period End				
School Event				

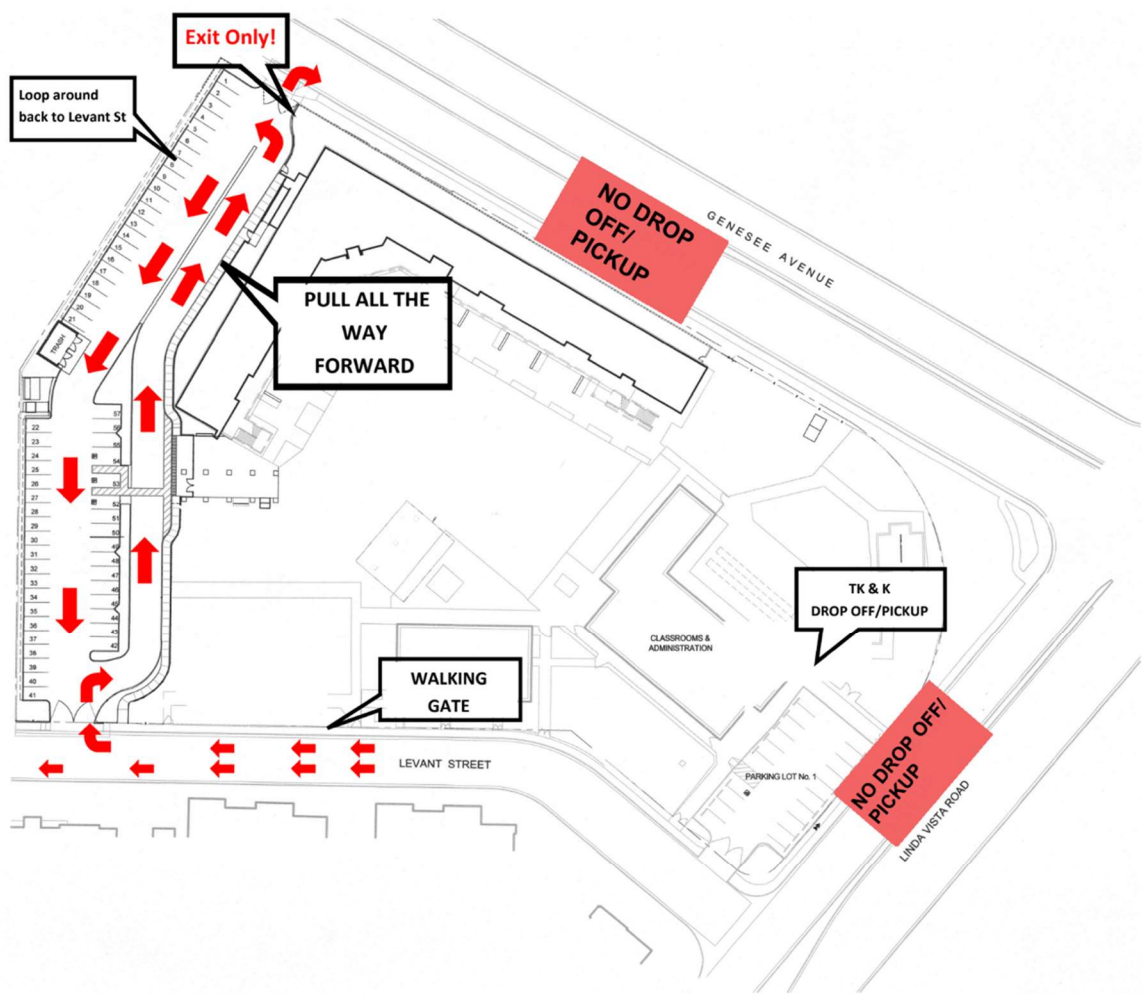
Important Dates - 2023	
August	14th - Staff Return on Campus 21st - First Day of School
September	4th - Labor Day
October	3rd-6th - Goal Setting Conferences 20th - Teacher Work Day 31st - Halloween
November	10th - Veterans Day 16th - Project Night 17th - Teacher Workday 20th-24th - Thanksgiving Break
December	20th-29th - Winter Break

Important Dates - 2024	
January	1st-5th - Winter Break 15th - Martin Luther King Jr Day 22nd - Teacher Work Day 31st - Parent Teacher Conferences
February	1st-2nd - Parent Teacher Conferences 16th-19th - Presidents Day Weekend
March	7th - Project Night 8th - Teacher Work Day
April	1st-5th - Spring Break
May	1st-3rd - Student Led Conferences 23rd - Art Night 24th - Teacher Work Day 27th - Memorial Day Weekend
June	6th - Last Day of School for Students 7th - Last Day of School for Teachers

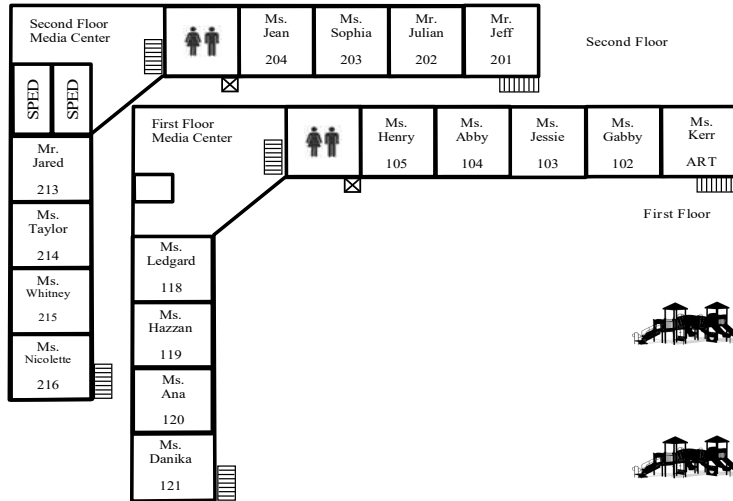


SDCCS

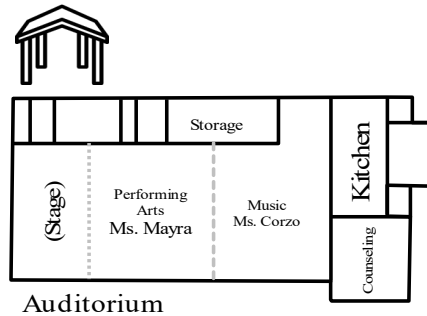
Pick-Up and Drop-Off Map



SDCCS School Map



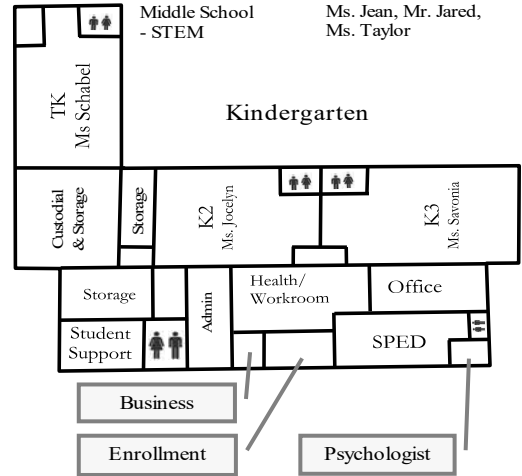
PE
Coach Destino



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. Abby, Ms. Henry
Ms. Gabby, Ms. Jessie
Ms. Hazaan, Ms. Ledgard
Ms. Ana, Ms. Danika
Ms. Whitney, Ms. Nicolette
Ms. Sofia, Mr. Plapp,
Mr. Rico
Ms. Jean, Mr. Jared,
Ms. Taylor



Admin Offices

Appendix B – Policies

Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy

Suspension and Expulsion Policy

Suicide Prevention Policy

Student-Employee Interaction Policy

Uniform Complaint Procedures

Educational Records and Student Information Policy

Education of Foster and Mobile Youth Policy

Education of Homeless Students Policy

Appendix B

Appendix B – Policies

Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy^[A1]

SAN DIEGO COOPERATIVE CHARTER SCHOOL

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are disruptive behaviors that interfere with student's ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, San Diego Cooperative Charter School ("SDCCS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy includes instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the

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

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

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

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

Title IX Coordinator: Sarah Saluta
San Diego Cooperative Charter School
7260 Linda Vista Road
San Diego, CA 92111
858-496-1613
office@sdccs.org

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

· “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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

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

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student’s or employee’s performance more difficult because of the student’s or the employee’s sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or

pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

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

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

SDCCS further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyberbullying.

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

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

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

SDCCS advises students:

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

SDCCS informs Charter School employees, students, and parents/guardians of SDCCS’s policies regarding the use of technology in and out of the classroom. SDCCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

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

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive

disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

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

3. Professional Development

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

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

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

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

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and [\[A16\]](#)
- Students with physical or learning disabilities.

SDCCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for SDCCS's students.

Grievance Procedures

1. Scope of Grievance Procedures

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

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

alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

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

2. Reporting

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

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

Title IX Coordinator: Sarah Saluta
San Diego Cooperative Charter Schools
7260 Linda Vista Road
San Diego, CA 92111
858-496-1613
office@sdccs.org^[A20]

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

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

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

SDCCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process [A22] will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

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

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of SDCCS, the Coordinator (or administrative designee) [A23] will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

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

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

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- § A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident; [A25]

- § A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

§ A statement that SDCCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

- SDCCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with SDCCS's policies.
- SDCCS may remove a respondent from SDCCS's education program or activity on an emergency basis, in accordance with SDCCS's policies, provided that SDCCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

- If a formal complaint of sexual harassment is filed, SDCCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If SDCCS offers such a process, it will do the following:

- § Provide the parties with advance written notice of:

- The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

- § Obtain the parties' advance voluntary, written consent to the informal resolution process.

- SDCCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. SDCCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- Prior to completion of the investigative report, SDCCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at

least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

- If the investigation reveals that the alleged harassment did not occur in SDCCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable SDCCS policy.

- SDCCS may dismiss a formal complaint of sexual harassment if:

- § The complainant provides a written withdrawal of the complaint to the Coordinator;

- § The respondent is no longer employed or enrolled at SDCCS; or

- § The specific circumstances prevent SDCCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

- If a formal complaint of sexual harassment or any of the claims therein are dismissed, SDCCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

- SDCCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

- § The allegations in the formal complaint of sexual harassment;

- § All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- § The findings of facts supporting the determination;

- § The conclusions about the application of SDCCS's code of conduct to the facts;

- § The decision and rationale for each allegation;

- § Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

- § The procedures and permissible bases for appeals.

5. Consequences

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

6. Right of Appeal

Should the reporting individual find SDCCS's resolution unsatisfactory for complaints that fall within the scope of this Policy but that are not formal sexual harassment complaints, the reporting individual may, within five (5) business days of notice of SDCCS's decision or resolution, submit a written to the President of the SDCCS Board, who will review the investigation and render a final decision.

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

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

7. Recordkeeping

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

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

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

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

Your Name: _____

Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Suspension and Expulsion Policy [A2]

The policy intends to provide parents and students with an opportunity to learn from student choices that impact themselves or others in negative ways. It is the San Diego Cooperative Charter Schools (SDCCS) Board's intent to

use these experiences as teachable moments backed with progressive consequences when deemed appropriate by the administration. 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 is instituted based on academic theory derived from Richard Ryan and practical experience documented by Jane Nelsen. This five-step program 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) 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. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The principal of the school, a staff member serving as acting principal when the principal is absent, and the Director of Extended Day (for EDP participants only) have the authority to suspend students when necessary. The school will maintain records of all 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 • Damage to school or personal property* • Tobacco use/possession • Obscenity • Drug paraphernalia* • Disruption/defiance • Receiving stolen property* 2 www.TheCoOpSchools.org • 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 given an 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 an expulsion is recommended, the following procedures apply. 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. In necessary situations, an Expulsion Committee will be convened. The Expulsion Committee will be made up of the executive director, and two school administrators that had no direct association with the disciplinary actions to be reviewed. When this is not possible, a SDCCS teacher that holds a current administrative credential will be selected to serve on the expulsion committee. The Expulsion Committee will convene and respond to the appeal within 15 business days. The Expulsion Committee will consider 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. 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. 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. 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. 3 www.TheCoOpSchools.org 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. 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 incidences including suspension and expulsion. The School Principal will notify the Special Education Administrator if any student with an active IEP is suspended for any reason. Recommended Suspension and Expulsion Guidelines The SDCCS community embraces following guiding principles for conduct between and among all members of our school community: • Respect Yourself. • Respect Others. • Respect the Environment. Students who do not respond to redirecting may experience additional consequences as noted below: • Loss of short term privileges at school. • Detained in class for a specified period of time. • Detained in the office for a specified period of time. • Loss of school privileges such as field trips, dances, lunch zones, and walking in graduation. • In-school suspension. • Out-of-school suspension. • Expulsion. 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 SDCCS except in connection to an authorized or official meeting related to the suspension. If a student is recommended for expulsion a five day suspension will be issued until action is taken on the recommended expulsion. Weapons, Violent Acts, and Fighting The SDCCS Board believes in the principal and/or principal designee's judgment. Possession and/or use of weapons, violent acts and fighting will not be tolerated. Students may be suspended and recommended for expulsion for these acts. Students are subject to arrest if having or using the weapon violates the law. Weapons include guns, knives, BB guns, replica guns, explosives, fireworks or any object that is used in a threatening or harmful manner. Carrying any kind of knife (for example, a pocket knife or butter knife) is not allowed. Any object used in a threatening manner will be considered a weapon even if its normal use is not as a weapon. Students who are involved in repeated fights that cause physical injury will be recommended for expulsion. 4 www.TheCoOpSchools.org Alcohol, Tobacco and Other Drugs SDCCS prohibits alcohol, tobacco and other drug use on all school campuses, at sponsored events and going to and from school or school-sponsored events. Students found to be selling or furnishing controlled/prohibited substances, or in possession of an amount of a controlled/prohibited substance determined to be for more than personal use, will be recommended for expulsion on the first offense. For possession or use of a controlled/prohibited substance, expulsion will be recommended on the third offense. If a student is found in possession of tobacco, he/she may be suspended on the third offense. Harassment In accordance to Education Code section 32261, SDCCS 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. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below. Sexual Harassment SDCCS is committed to making the schools free from sexual harassment. This means that SDCCS 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. SDCCS prohibits conduct that has the purpose or effect of having a negative impact on the student's academic performance, or creates an intimidating, hostile, or offensive educational environment. SDCCS further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct. If a student is found to have violated this policy, he/she will be subject to the progressive discipline steps outlined below. 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 of others to commit acts of bullying or cyber-bullying, 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 reoccurrence. 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. Policy for Bullying Prevention SDCCS 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 5 www.TheCoOpSchools.org bullying include: (1) a power differential (either in physical size or popularity); (2) repetitive; (3) and intentional. 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 Notify Parents. Recorded in writing by a referral to the school counselor; 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. Principal notifies the entire staff and contacts the parent. Second Incident: 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: Four Days 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: Expulsion Recorded in writing by a referral to the principal; principal investigates the incident; notifies the parent; and places the student on five days of suspension pending expulsion. Students Speaking Out Students Speaking Out provides a way for students to safely report school crimes anonymously via phone, text, or the internet without fear of retaliation by calling (888) 580-TIPS (8477), texting to 274637 or going to www.studentsspeakingout.org The Suspension and Expulsion Board Policy is available online and at the school. Board Review 3/21/2017 Board Approval 4/18/2017

Suicide Prevention Policy^[A3]

San Diego Cooperative Charter School Suicide Prevention Policy

The Governing Board of San Diego Cooperative Charter School (“SDCCS” or the Charter School”) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015). To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention, intervention, and postvention strategies and procedures.

The possibility of suicide and suicidal ideation requires vigilant attention from SDCCS staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the Charter School to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate support for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of

students.

This policy is based on research and best practices in suicide prevention, intervention, and postvention. It has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

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

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, SDCCS created an in-house Suicide Prevention Crisis Team (“SPCT^[A9]”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

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

1. School Psychologist

2. Executive Director

The functions of the SPCT are to:

- Review mental health-related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student training;

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

The suicide prevention point of contact for SDCCS and the Executive Director [A13] shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide affects suicidal thinking and behaviors. Consequently, San Diego Cooperative Charter, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

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

Training shall be provided for all school staff members and other adults on campus regularly (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and after-school staff).

Training shall include the following:

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention training shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Charter School has collaborated with San Diego County Mental Health Services [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Charter Schools shall ensure that training is available for new hires during the school year.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:

- o Suicide risk factors, warning signs, and protective factors;
- o How to talk with a student about thoughts of suicide;
- o How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- o Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- o Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- o Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey § (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

In addition to initial orientations to the core components of suicide prevention, ongoing annual

staff professional development for all staff should include the following components:

- o The impact of traumatic stress on emotional and mental health;
- o Common misconceptions about suicide;
- o Charter School and community suicide prevention resources;
- o Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- o The factors associated with suicide (risk factors, warning signs, protective factors);
- o How to identify youth who may be at risk of suicide;
- o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on SDCCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on SDCCS guidelines;
- o Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- o Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- o Responding after a suicide occurs (suicide postvention);
- o Resources regarding youth suicide prevention;
- o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- o Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

· The professional development also shall include additional information regarding groups of students judged by the Charter, and available research, to be at elevated risk for suicide. These groups include but are not limited to, the following:

- o Youth affected by suicide;
- o Youth with a history of suicide ideation or attempts;
- o Youth with disabilities, mental illness, or substance abuse disorders;
- o Lesbian, gay, bisexual, transgender, or questioning youth;
- o Youth experiencing homelessness or in out-of-home settings, such as foster care;

- o Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a
- suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan to support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

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

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

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

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

respond to such thinking, based on district guidelines and protocols.

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

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental well-being and those that address mental illness and give specific guidance on suicide prevention.[A24]

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. During a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. The staff understands that any concern about a student's emotional well-being and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

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

C. Employee Qualifications and Scope of Services

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

D. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the suicide prevention policy and procedures.
- This suicide prevention policy shall be easily accessible and prominently displayed on the SDCCS Web page and included in the parent handbook.

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

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet containing useful information for parents/guardians/caregivers concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

E. Student Participation and Education

Messaging about suicide affects suicidal thinking and behaviors. Consequently, SDCCS, along with its partners, has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with the best practices for safe messages about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances

students' feelings of connectedness with SDCCS and is characterized by caring staff and harmonious interrelationships among students.

SDCCS' instructional and student support program shall promote the healthy mental, emotional, and social development of students, including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

SDCCS' instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

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

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

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

Charter School maintains a list of current student training and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students can seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority, and if there is a risk of suicide, school staff are required to report it. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter Schools shall establish and widely disseminate a referral process to all students so they can access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation or when they

have knowledge or concerns about another student's emotional distress, suicidal ideation, or attempt.

Resources:

- o More Than Sad is school-ready and evidence-based training material, listed on the National Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at
 - o <https://afsp.org/our-work/education/more-than-sad/>
- o Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- o Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- o Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- o Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at
 - o <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention and Emergency Procedures

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

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor if different from the primary and secondary contact persons. The counseling and Administrative teams are available to all students and parents.

The suicide prevention liaison shall immediately notify the Executive Director or designee (Principal, another school administrator, school counselor, school psychologist, social worker, or nurse), who shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the student's presence, and the student shall not be left

unsupervised. Staff shall NOT physically restrain or block an exit.

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary^[A29]. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, SDCCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, SDCCS may contact Child Protective Services.^[A30]
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at SDCCS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the SDCCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in SDCCS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. SDCCS staff may receive assistance from SDCCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.^[A31]

In the event a suicide occurs or is attempted off the SDCCS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:[A32]

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

A. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

B. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

C. Parental Notification and Involvement

Each school within the SDCCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers

to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

D. Action Plan for In-School Suicide Attempts

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

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her are critical. The following steps should be implemented:

- o Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- o Move all other students out of the immediate area;
- o Immediately contact the administrator or suicide prevention liaison;
- o Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- o If needed, provide medical first aid until a medical professional is available;
- o Parents/guardians/caregivers should be contacted as soon as possible;
- o Do not send the student away or leave them alone, even if they need to go to the restroom;
- o Listen and prompt the student to talk;
- o Review options and resources of people who can help;
- o Be comfortable with moments of silence as you and the student will need time to process the situation;
- o Provide comfort to the student;
- o Promise privacy and help, and be respectful, but do not promise confidentiality;
- o Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

E. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of SDCCS property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

F. Supporting Students during and after a Mental Health Crisis

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

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express their feelings;
 - Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

G. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school gives them a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- o Obtain a written release of information signed by parents/guardians/caregivers and providers;
- o Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- o Inform the student's teachers about possible days of absences;
- o Allow accommodations for the student to make up work (it is crucial to understanding that missed assignments may add stress to student and they can be excused from any missing work);
- o Counselors, Administrators, Teachers and trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- o Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resource_s_for_schools-9/

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, we must be prepared ahead of time in the event of such a tragedy. SDCCS shall follow the below action plan for responding to a suicide death as part of the general Crisis Response Plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

Suicide Prevention Liaison shall:

- - Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team [A34] to:
 - o Confirm death and cause.

-

- o Identify a staff member to contact the deceased's family (within 24 hours);
- o Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
- o Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - o Notification (if not already conducted) to staff about suicide death;
 - o Emotional support and resources available to staff;
 - o Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by the administrative team);
 - o Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - o Review of protocols for referring students for support/assessment;
 - o Talking points for staff to notify students;
 - o Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
 - Communicate with the larger school community about the suicide death; and refer them to a school-based mental health professional.
 - Consider funeral arrangements for the family and school community;
- Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - o Identify what platforms students are using to respond to suicide death

o Identify/train staff and students to monitor social media outlets

· Ensure that all communications, documents, and materials related to messaging about suicide avoid discussing details about the method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language [A35] that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

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

· Include long-term suicide postvention responses:

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

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resource_s_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lss/vp/safeschlplanning.asp>

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Student Identification Card

Charter School will include the telephone numbers on all student identification cards:

- § National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - o Call or Text “988” [A38]
 - o Call 1-800-273-8255
- § National Domestic Violence Hotline[A39] : Call 1-800-799-7233
- § Crisis Text Line: Text “HOME” to 741741
- § Teen Line: Text “TEEN” to 839863
- § Trevor Project: Text “START” to 678678
- § Trans Lifeline: 1-877-565-8860[A40]
- § Local suicide prevention hotline telephone number [A41]

Policy Review

This Policy shall be reviewed and revised as indicated, at least annually in conjunction with the community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.
 - o Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Student-Employee Interaction Policy[A4]

San Diego Cooperative Charter School **Student-Employee Interaction Policy**

The San Diego Cooperative Charter School (“SDCCS” or the “Charter School”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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

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

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

A. Examples of permissible actions (i.e., not corporal punishment)

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

B. Examples of impermissible actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

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

- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

All employees shall be disciplined up to and including termination and/or legal action, for noncompliance with this policy. Examples of noncompliance include, but are not limited to:

1. Failure to maintain appropriate boundaries when interacting and communicating with students.
2. Failure to appropriately intervene or report when witnessing, observing, and becoming cognizant of prohibited or unauthorized student-employee interactions.
3. Failure to fulfill duties and requirements as mandated reporters.
4. Failure to report to the California Commission on Teacher Credentialing (CCTC) regarding possible educational misconduct.

Uniform Complaint Procedures^[A5]

San Diego Cooperative Charter School Uniform Complaint Policy and Procedures (“UCP”)

San Diego Cooperative Charter School (“SDCCS” or “Charter School”) complies with applicable federal and state laws and regulations. SDCCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing its educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

The Responsibilities of San Diego Cooperative Charter School

We shall be primarily responsible for ensuring compliance with applicable state and federal laws and regulations. This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any SDCCS program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
- Accommodations for Pregnant, Parenting, or Lactating Students
 - After School Education and Safety
 - Child Care and Development Programs;
 - Consolidated Categorical Aid Programs;
 - Education of Student in Foster Care, Students who are Homeless, Former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
 - Every Student Succeeds Act
 - Migrant Child Education Programs;
 - Physical Education Instructional Minutes
 - School Plans For Student Achievement
 - School Safety Plans; and/or
 - School Site Councils

State Preschool Health And Safety Issues In LEAs Exempt From Licensing

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).

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents/guardians, in violation of Education Code Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all student without regard to their families' ability or willingness to pay fees or request special waivers as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. 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:

- i. A fee is charged to a student 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.

ii. 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.

iii. A student must make a purchase to obtain materials, supplies, equipment, or clothes associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If SDCCS finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, SDCCS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by SDCCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

4. Nothing in this Policy shall be interpreted to prohibit the solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or SDCCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. Suppose SDCCS adopts a School Plan for Student Achievement in addition to its LCAP. In that case, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.[\[](#)

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

SDCCS acknowledges and respects every individual’s right to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant and maintains the integrity of the process. SDCCS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, SDCCS will attempt to do so as appropriate. SDCCS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. SDCCS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure SDCCS’ compliance with the law:

Executive Director
7260 Linda Vista Rd.
Phone: (858) 496-1613
sarah@sdccs.org

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints know the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the SDCCS Board of Directors or his or her designee.

The UCP Annual Notice

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on SDCCS' website.

SDCCS shall annually provide written notice of SDCCS' UCP to all students, employees, parents, or guardians of its students, advisory committees, appropriate private school officials or representatives, and other interested parties as applicable.

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.

The UCP Annual Notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in SDCCS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that SDCCS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and related Title 5 health and safety regulations and any California State preschool programs that SDCCS is operating pursuant to Title 22 licensing requirements.
3. A statement that SDCCS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within forty-five (45) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal SDCCS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of SDCCS's Decision, except if SDCCS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals SDCCS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if SDCCS finds merit in a UCP complaint or the CDE finds merit in an appeal, SDCCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code

section 262.3.

11. A statement that copies of SDCCS' UCP shall be available free of charge.

Procedures

The following procedures shall address all complaints alleging that SDCCS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six months. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed no later than one (1) year from the alleged violation. For complaints relating to the LCAP, the date of the alleged violation is the date on which the SDCCS Board of Directors approved the LCAP or the annual update was adopted by SDCCS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, SDCCS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss the possibility of using mediation with the complainant. If the complainant agrees to mediation, the compliance officer shall arrange this process.

Before mediating an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the complainant's satisfaction, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend SDCCS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

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 ten (10) days of the receipt of the complaint; and (2) remedy a valid complaint

within a reasonable time period, but not to exceed thirty (30) working days from the date the complaint was received and report to the complainant the resolution of the complaint within forty-five (45) working days of the initial filing. If the program administrator makes this report, they shall also report the same information in the same timeframe to the Executive Director or designee.

Thus, the compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall allow the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

SDCCS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement 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.

Step 4: Final Written Decision

SDCCS shall issue an investigation report (the "Decision") based on the evidence. SDCCS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of SDCCS' receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. SDCCS' Decision shall be written in English and in the complainant's language whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion provides a clear determination for each allegation as to whether SDCCS is in compliance with the relevant law.
3. Corrective actions, if SDCCS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal SDCCS' Decision within thirty (30) calendar days to the CDE, except when SDCCS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of SDCCS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with SDCCS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. SDCCS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, SDCCS' Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in SDCCS' Decision are not supported by substantial evidence.

4. The legal conclusion in SDCCS' Decision is inconsistent with the law.
5. In a case in which SDCCS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of SDCCS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to SDCCS for resolution as a new complaint. If the CDE notifies SDCCS that its Decision failed to address an allegation raised by the complaint and is subject to the UCP process, SDCCS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by SDCCS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, SDCCS has not taken action within sixty (60) calendar days of the date the complaint was filed with SDCCS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of SDCCS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that a court may impose include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SDCCS has appropriately and in a timely manner, apprised the complainant of their right to file a complaint

Educational Records and Student Information Policy^[A6]

EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Board of Directors of San Diego Cooperative Charter School ("SDCCS" or "Charter School") adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by SDCCS.

Definitions

- *“Education Record”*: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by SDCCS or by a party acting for SDCCS. Such information includes, but is not limited to:
 1. Date and place of birth; parent and/or guardian’s address, mother’s maiden name, and where the parties may be contacted for emergencies.
 2. Grades, test scores, courses taken, academic specializations, and school activities.
 3. Special education records.
 4. Disciplinary records.
 5. Medical and health records;
 6. Attendance records and records of past schools attended.
 7. Personal information such as, but not limited to, a student’s name, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record,s or any other type of information that aids in the identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker are used only as a personal memory aid and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. In the case of a person employed by SDCCS but not in attendance at SDCCS, records made and maintained in the ordinary course of business relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose.
3. Records of a student who is 18 years of age or older or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at SDCCS.
4. Records that only contain information about an individual after the individual is no longer a student at SDCCS.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

- *“Personally Identifiable Information”*: Personally identifiable information (“PII”) is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 (“FERPA”). PII includes, but is not limited to: a student’s name; the name of a student’s parent or other family member; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who SDCCS reasonably believes knows the identity of the student to whom the education record relates.
- *“Directory Information”*: Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by SDCCS pursuant to the FERPA (20 U.S.C. § 1232g). SDCCS has designated the following information as directory information:
 1. Student’s name
 2. Student’s address
 3. Parent/guardian’s address
 4. Telephone listing
 5. Student’s electronic mail address
 6. Parent/guardian’s electronic mail address
 7. Photograph/video
 8. Date and place of birth
 9. Dates of attendance
 10. Grade level
 11. Participation in officially recognized activities and sports
 12. Weight and height of members of athletic teams
 13. Degrees, honors, and awards received
 14. The most recent educational agency or institution attended
 15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- *“Parent”*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- *“Eligible Student”*: Eligible student means a student who has reached eighteen (18) years of age.
- *“School Official”*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of SDCCS. A school official also may include a volunteer for SDCCS or an independent contractor of SDCCS, consultant, vendor, or other party who performs an institutional service or function for which SDCCS would otherwise use its own employees and who is under the direct control of SDCCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or

grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *“Legitimate Educational Interest”*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure Of Directory Information

At the beginning of each school year, SDCCS shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent’s or eligible student’s right to require that SDCCS not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify SDCCS in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. SDCCS will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student’s education records;
2. Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by SDCCS to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that SDCCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that SDCCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Administration. Within five (5) business days, SDCCS shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. SDCCS may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Administration to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. SDCCS's response will be in writing and if the request for amendment is denied, SDCCS will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Administration sustains any or all of the allegations, the Administration must order the correction or the removal and destruction of the information. The Administration or designee must then inform the parent or eligible student of the amendment in writing.

If the Administration sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
 - b. The date the requested records were corrected.
 - c. A list of the records requested to be corrected.
 - d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender.
- The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
 - f. The student's corrected and former names and/or genders.

Charter School shall immediately update a **former** student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.

- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The principal or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

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

The principal or designee of a public school will serve as the chairperson and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, SDCCS'

decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

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

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and SDCCS shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

SDCCS will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. SDCCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, SDCCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that SDCCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, SDCCS will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. SDCCS will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, SDCCS will give the parent or eligible

student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

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

Solicitation and Disclosure of Student Information for Immigration Purposes

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
5. During the enrollment process:
 - a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
 - b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
 - c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.
6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible

student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.
3. Document any verbal or written request for information by immigration authorities.
4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

Record Keeping Requirements

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

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

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, SDCCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, SDCCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of SDCCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Administration, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the SDCCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises

without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-8520

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- “*Mandatory Permanent Student Records*”: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 1. Legal name of student
 2. Date of birth
 3. Method of verification of birth date
 4. Sex of student
 5. Place of birth
 6. Name and address of parent of minor student
 7. Address of minor student if different than above
 8. An annual verification of the name and address of the parent and the residence of the student
 9. Entering and leaving date of each school year and for any summer session or other extra session
Subjects taken during each year, half year, summer session or quarter
 10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 11. Verification of or exemption from required immunizations
 12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- “*Mandatory Interim Student Records*”: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.

2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records
5. Progress slips and/or notices
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parental or adult student rejoinders to challenged records and to disciplinary action
8. Parental authorizations or prohibitions of student participation in specific programs
9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *“Permitted Student Records”*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
 1. Objective counselor and/or teacher ratings
 2. Standardized test results older than three years
 3. Routine discipline data
 4. Verified reports of relevant behavioral patterns
 5. All disciplinary notices
 6. Attendance records not covered in 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Education of Foster and Mobile Youth Policy^[A7]

Introduction

The Governing Board of San Diego Cooperative Charter School (“SDCCS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

- “*Foster youth*” means any of the following:

1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- “*Child of a military family*” refers to a student who resides in the household of an active-duty military member.
- “*Currently Migratory Child*” refers to a child who, within the last 12 months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who has continued to migrate annually without the parent/guardian to secure temporary or seasonal employment in an agricultural or fishing activity.
- “*Student participating in a newcomer program*” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school the foster youth attended when permanently housed or the school where the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth

attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the student did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

Foster and Mobile Youth Liaison

To help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Sarah Saluta, Executive Director
principal@sdccs.org

The Foster and Mobile Youth Liaison shall be responsible for the following:

Ensure and facilitate the proper educational placement, enrollment in the Charter School, and check out from the Charter School of foster youth.

Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth enrolls in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student’s records to the new school within two (2) business days of receiving the new school’s request, regardless of any outstanding fees, fines, textbooks, or other items or money owed to the Charter School.

4. When required by law, notify the foster youth’s attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

a. An expulsion hearing for a discretionary act under the Charter School’s charter.

- b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
- c. A manifestation determination meeting before a change in the foster youth's placement, if the change in placement is due to an act for which the DRAFT recommendation for expulsion is discretionary and the student, is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

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

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or a child of a military family seeking re-enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will

be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g., producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

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

If the foster youth, currently a migratory child or child of a military family, is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

Suppose any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin. In that case, the foster youth has the right to remain in the Charter School pending dispute resolution. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. At its discretion, the Charter School is not prohibited from providing transportation to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the

student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, or school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, the Charter School shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, a school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency are listed separately so it is clear where they were earned.
- c. A complete record of the student's seat time, including period attendance and enrollment days.

Suppose Charter School knows that the transcript from the transferring local educational agency may not include certain credits or grades for the student. In that case, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits are pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

Suppose the Foster and Mobile Youth did not complete the entire course. In that case, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued

to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety (“ASES”) Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record-keeping needs of Foster and Mobile Youth.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties, including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and on the Charter School’s website.

Education of Homeless Students Policy^[A8]

SAN DIEGO COOPERATIVE CHARTER SCHOOL **EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The San Diego Cooperative Charter Schools Governing Board of Directors (“SDCCS” or the “Charter School”) desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “*homeless children and youth*” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

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

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

Charter School Liaison

The Executive Director/Principal designates the following staff as the Charter School’s Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

School Counselor
7260 Linda Vista Rd
858-496-1613
counselinglv@sdccs.org

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at SDCCS.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by SDCCS, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services .
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, SDCCS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: [https://www.cde.ca.gov/sp/hs/\[A6\]](https://www.cde.ca.gov/sp/hs/[A6])

Enrollment

SDCCS shall immediately admit/enroll the student for which the Charter School is a School of Origin . “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

SDCCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the SDCCS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

Suppose the student needs to obtain immunizations or does not possess immunization or other medical records. In that case, the Executive Director/Principal or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

Suppose a dispute arises over admissions/enrollment. In that case, the student shall be immediately admitted (subject to Charter School’s capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

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

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in SDCCS such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Charter School nutrition programs

Transportation

In the event that SDCCS provides transportation services to all SDCCS students, SDCCS shall provide comparable transportation services to each homeless child or youth attending SDCCS, as noted above. (42 U.S.C. § 11432(g)(4).)

Suppose the SDCCS does not otherwise provide transportation services to all SDCCS students. In that case, SDCCS shall ensure that transportation is provided for homeless students to and from SDCCS, at the request of the parent or guardian (or Charter School Liaison), if SDCCS is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by SDCCS will be adequate and appropriate for the Student's situation, but SDCCS does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth and family fees associated with an After-School Education and Safety Program operated by the Charter School.

Professional Development

All administrators, teachers and employees of SDCCS, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to SDCCS certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) SDCCS's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in identifying and providing services to students who are experiencing, or are at risk of experiencing, homelessness.

Acceptance of Course Work

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

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

Notice

For any homeless student who seeks enrollment at the Charter School, a written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. SDCCS's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

SDCCS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

