



**San Diego
CooperativeCharter School
2024/2025
Parent Handbook**

www.sdccs.org

Board of Directors	7
Mission	8
Philosophy	8
School Governance	8
The Administration	8
SDCCS Foundation	9
The Board of Directors	9
The Parent Cooperative	9
The Parent-Staff Association (“PSA”)	9
Volunteer Guidelines:	10
Fundraising Philosophy and Policies	10
Nondiscrimination Statement	11
Campus Life	13
Parent Volunteer and Participation Policy	13
Parent on Campus Behavior Policy	13
Attendance	13
SDCCS Expectations	14
Voluntary Withdrawal	16
Involuntary Removal Process	16
Drop-off and Pick-up Procedures	17
Student Use of Technology	20
Textbook Policy	23
Fire Drills, Lockdown and Emergency Drills	23
Universal School Meals	23
Use of Student Information Learned from Social Media	25
CONDUCT EXPECTATIONS AND DISCIPLINE	25
Student Conduct	25
INSTRUCTIONAL NOTICES	26
State Testing	26
Animal Dissections	26
Availability of Prospectus	26
Parent and Family Engagement Policy	27
Sexual Health Education	27
Surveys About Personal Beliefs	27
Teacher Qualification Information	28
STUDENT HEALTH & SAFETY	28
Health Screenings and Right to Refuse	28
Medication at School	28
Immunization (Shot) Requirements	29

Oral Health Assessment	30
Pediculosis Policy (Head Lice)	30
Control of Communicable Diseases	31
Asbestos Awareness	31
Pesticide Use and Notification	31
Campus Search and Seizure	31
Opioid Information Sheet	32
Sudden Cardiac Arrest Prevention and Automated External Defibrillators	32
Concussion/Head Injuries	32
Cancer Prevention Act	32
Dangers of Synthetic Drugs	33
Diabetes	33
Human Trafficking Prevention	34
Mental Health Services	34
Pregnant and Parenting Students	35
Safe Storage of Firearms	35
School Bus and Passenger Safety	36
School Safety Plan	36
SPECIAL POPULATIONS	37
Section 504	37
Special Education /Students with Disabilities	37
English Learners	37
APPENDIX A	38
FAQ (Frequently Asked Questions)	38
SDCCS Parent Agreement and Understanding	41
The School's Obligations	41
2024-2025 School Calendar	43
Pick-Up and Drop-Off Map	44
Appendix B – Policies	45
HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY	58
Suspension and Expulsion Policy and Procedures	64
San Diego Cooperative Charter School	80
Suicide Prevention Policy	80
Student-Employee Interaction Policy	93
San Diego Cooperative Charter School	93
Internal Complaint Procedures - Uniform Complaint Procedures	96
Retaliation Policy	103
Educational Records and Student Information Policy	106
Education For Foster and Mobile Youth Policy	116
Education for Homeless Children and Youth Policy	122
AI Usage Policy for Elementary and Middle School Students	131

San Diego Cooperative Charter School Internet Safety Policy (CIPA-Compliant)	133
1. Purpose	133
2. Technology Protection Measures	133
3. Internet Safety Provisions	133
4. Education and Supervision	134
5. Monitoring and Enforcement	134
6. Disabling Filters for Adults	134
7. Public Notice and Hearing	134
8. Certification	134
9. Definitions	135
San Diego Cooperative Charter School	136
Parent and Family Engagement Policy	136
Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member	143
Responding to the Detention or Deportation of a Student's Family Member	143
Harassment, Discrimination, Intimidation and Bullying Prevention Policy	145
Complaint with the Safe Place to Learn Act	145
Freedom of Expression Policy and Procedures	153
Freedom of Expression Procedures	153
Circulation of Petitions and Other Printed Matter	153
Buttons, Badges and Other Insignia of Symbolic Expression	153
Unofficial School Publications	154
Official School Publications	155
Other Forms of Student Expression	155
Distribution of Procedures Governing Student Rights	156
Appeals	156
San Diego Cooperative Charter School Harassment, Discrimination, Intimidation, Bullying, and Immigration Enforcement Protection	157
I. Harassment, Discrimination, Intimidation, and Bullying Prevention	157
Policy Statement	157
Definitions	157
Reporting and Investigation	158
Retaliation Prohibited	158
Prevention and Education	158
II. Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member	158
Policy Statement	158
Procedures	158
Communication	159
Staff Training	159
Legal References	159

San Diego Cooperative Charter School	160
Parent and Family Engagement Policy	160
San Diego Cooperative Charter School School Connected Organizations	167

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

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

Morgan Weir-Director – morgan@sdccs.org

Jennifer Verruto – Director / PSA Rep – boardpsarep@sdccs.org

Rachel Bryant – Director / Staff Rep – rachelbryant@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.

Philosophy

The San Diego Cooperative Charter School is founded on the belief that 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 most profound 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, the student's strengths and weaknesses, and their 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.

We welcome you and your family to our school community. Each family is provided with a copy of our Parent Handbook, which is designed to give you an overview of our school, our educational philosophy, governance structure, funding mechanisms, and your role within each of these aspects of our school community.

School Governance

SDCCS is based on a unique, three-tiered model of governance 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, our learning community 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 SDCCS's day-to-day operation.

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 in order 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 two PSAs.

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 SDCCS 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 posted on the www.sdccs.org website and in the office.

The Parent Cooperative

Research has shown that parent participation is the most significant indicator of student success. Parents are the backbone of SDCCS. 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 and deeply rewarding for the volunteers. 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. Campus-specific PSA information available is in the campus addendums.

The Parent-Staff Association ("PSA")

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

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 get involved in school.

- If you are going to volunteer in the classroom for a routinely scheduled time, you will need a Tuberculosis Test. For information on TB Clinic Services, Visit the County's Health and Human ServicesAgencywebsiteat http://www.sdcountry.ca.gov/hhsa/programs/phs/tuberculosis_control_program/clinic_services.html.
- Field Trip Chaperones (day and 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, DMV driving record, and sufficient insurance coverage.

- Work in SDCCS Gardens. While cultivating, learn about organic gardening management and how plants and wildlife work together. Contact Beth Temple for more details and questions beth@sdccs.org.
- Please attend the PSA meetings and SDCCS school board meetings. PSA meetings are generally held on the first Wednesday of the month. Board meetings are held on the third Tuesday at 5:30 p.m. 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, Specials 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.
- Donate 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 off 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 a screening and orientation process). Volunteering is not required—no student shall be penalized in any way for the family's inability to volunteer.
- Volunteers must be at least 18 years of age.
- Volunteer activity must be sponsored and supervised by SDCCS
- Volunteers do not profit from fundraising activities or events on the schools' behalf.
- Cash donations may not substitute for volunteer hours
- We strongly encourage everyone to log their volunteer hours

SDCCS is all about volunteering. We use our volunteer logs to document the hours of service provided to our school community by people other than our employees. Volunteer service is one way we document engagement with our school and collaborate with 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

SDCCS is a free, public educational institution. We have limited dollars to spend on enrichment activities that enhance our students' education. Therefore, our PSA and the BOD 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 SDCCS and encourage participation in the wide range of fundraising activities that occur throughout the year.

Student Fundraising Sales

SDCCS 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: This is an opportunity for adults to socialize and enjoy an evening of live and silent auctions while benefiting the school.
- Rummage Sale: This is an excellent 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.
- Specials 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 SDCCS 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 SDCCS. 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 SDCCS; 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.

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.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of 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 Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or

socioeconomic status groups.

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 a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

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

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

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>.

The Charter School will promptly and thoroughly investigate any harassment complaint 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 be a barrier to 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

Parent Volunteer and Participation 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 will be involved at different levels due to such circumstances as family, work, health, and or cultural reasons.

The definition of parent involvement that SDCCS values 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 SDCCS 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

SDCCS 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 SDCCS. Regular attendance in school is essential to your child's success. Our curriculum depends on your child being present in class to learn from their teacher and peers. The opening routines that occur in our classrooms in the first thirty (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 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 three (3) school days of the last day of the student's absence. Absences unverified after three (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 two or more 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.

SDCCS 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 SCCCS takes very seriously. Students who are regularly arriving late to school or leaving early are also at risk of poor academic performance. For students who need to catch up on a portion of the instructional day, notification letters regarding truancy will be sent to parents/guardians. Our classes often spend the first half hour of the day in Morning Meeting, where the students are spending time connecting with their classmates and teacher, getting oriented for the day and reviewing necessary academic standards. Getting your child to school on time is a key element in their success in school.

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

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

SDCCS Expectations

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 policy of our school. We aim to create a community model that supports our vision and guides our children through

their lives. The SDCCS staff students and families are expected to:

- Use 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 every 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, SDCCS families are expected to:

- Enroll in school e-mail communications (Board reports, Parent Staff Association 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 SDCCS staff, students, and families are expected to:

- Bring all concerns to the attention of the appropriate 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 SDCCS 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 Individualized Education Plan ("IEP").

5. The SDCCS 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 thirty (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 gates if directed to do so by a staff member.

Voluntary Withdrawal

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

Involuntary Removal Process

The Charter School shall not involuntarily remove a student for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action (“Involuntary Removal Notice”). 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. and an explanation of the student’s fundamental rights, including the right to request a hearing before the effective date of the action and;

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 not be removed until the Charter School makes a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated but does not include suspensions or expulsions according to the Charter School’s suspension and expulsion policy.

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

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

If the student is disenrolled as a result of the hearing, 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.

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 short-term illness should rest and recuperate so that they may return to school as soon as they are able. When reasonable, parents are encouraged to work with teachers to support the student's completion of missed work within a practical period of time.
- While families are asked to arrange for vacations and non-medical absences during school breaks, holidays, and other non-school periods, if you know your child *must* be absent, please get in touch with the teacher in advance for assistance in obtaining makeup schoolwork for your child.
- If your child is regularly unable to attend school or participate in scheduled classroom activities for reasons that are not health-related, a conference should be scheduled between the parent and principal to determine if SDCCS is the most appropriate academic placement for your student.

Drop-off and Pick-up Procedures

Most SDCCS 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 who is 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 7 am. We understand the importance of physical activity and therefore SDCCS has staffed a before school recess to provide students some play and exercise before their school day begins. If you have a child who is slow to start in the morning, this play time 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 not park your car in the drop off zone at anytime.** If you need to park there may be spots in either the lots or on the street for walking the kids in.

Afternoon Walk-on Pick-up: At 3:00 p.m. on regular school days and at 12:30 p.m. on Thursdays, families are welcome to come on campus to pick up their children using gates that 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 3:05 pm on regular school days and at 12:35 on Thursday, 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 efficient 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. Please be patient and courteous. We are all doing our very best to load the children into the cars safely and quickly. **SAFETY is our top priority.**
- Please do not be distracted by cell phone calls when entering the pick-up zone. It is a 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

Specific 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 specific 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 the vetting process on all vendors.**
- **By the End of August** — Teachers' plans must be finalized, and preliminary information should be ready to share with parents.
- **By September 30** — RSVP Forms are 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 complete discretion of SDCCS staff, be excluded from participating in Extended Field Trips. If the student in question is a student with a disability, the decision to exclude should be made via the SST, Section 504, or IEP process.
- 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 to 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 find it necessary to make a call, proceed to the nearest safe destination, stop your vehicle, and make the call.

All cars transporting children will contain the following:

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

Daily Parking

SDCCS has two parking lots—one in the front of the school and one in the back. In both lots, there are handicapped spaces and some reserved spaces. Do not park in handicap spaces unless your vehicle is displaying appropriate plates or placards. Please do not park in any area that is not a designated parking space. These areas are to be kept clear to allow emergency vehicles access to our campus. Additionally, you should not park in the spaces labeled "Reserved" The San Diego Cooperative Charter School Thanks 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 SDCCS 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 SDCCS 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.
- SDCCS provided access to software to support student learning.
- Collaborative web-based programs for project-based learning.
- Online courses and curriculum, academic software, and electronic learning resources.

Responsibilities

SDCCS has taken reasonable precautions to restrict access to “harmful matter” and 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 SDCCS 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 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, use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
- Be respectful of your audience.

Note: Email and web-based programs are not private and are subject to review by SDCCS staff. The system's operators have access to all email. Messages relating to or supporting illegal activities must be reported to appropriate authorities.

- Maintain privacy. Do not reveal your personal address, phone numbers, personal websites, or images of yourself or others. 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 essential for schools and their departments. If you have a compliment, complaint, or inquiry about an issue at school, the best approach is to speak directly to the school administration rather than publicly discuss the matter, which can unnecessarily harm the school's reputation.
- 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, mainly 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, or affects the school community at large, please contact the school administration immediately.

Cyber-Bullying

Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Using personal communication devices or SDCCS property to cyber-bully another person is strictly prohibited and may result in 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 their 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 can identify a security problem, notify the Technology Department either in person, in writing, or via email at [tech @ sdccs.org](mailto:tech@sdccs.org). Refrain from demonstrating the problem to other users.

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, which could include others' work.

Lost or Damaged School Property

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

Pursuant to AB605 [Effective Jan 2020], a charter school shall provide for the use of school-purchased assistive technology devices in a child's home or in other settings if the child's individualized education program team determines that the child needs access to those devices in order to receive a free appropriate public education.

The charter school shall also be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency. This responsibility would be in force until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until 2 months have elapsed from the date that the individual ceased to be enrolled in that local educational agency, whichever occurs first.

Cellular Telephone and Electronic Signaling Devices

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 SDCCS 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 confiscation 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 SDCCS School Name or Logo

The words: "The San Diego Cooperative Charter School" (and any derivations such as "The CoOp School", and "SDCCS") and the SDCCS 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 SDCCS.

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 (please see the "Lost or Damaged Property section above)—textbooks in general cost about sixty dollars (\$60) each. Students are required to cover their textbooks using a paper cover or a stretch cover. Contact paper and sticky covers are not permitted. Thank you for helping us to provide and maintain high-quality classroom materials.

Fire Drills, Lockdown and Emergency Drills

Student safety is a number one priority at SDCCS. Every month, we have an emergency drill to prepare our students for an actual emergency. If you are 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

School Meals and Student Wellness

The Charter School makes available nutritiously adequate breakfast and nutritionally adequate lunch free of charge with adequate time to eat, during each school day to any 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 breakfast meal and one (1) free lunch meal during each school day. This applies to all students in kindergarten through eighth grade.

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.

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Students, teachers, and staff may bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where water can cause damage. SDCCS may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and will highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the 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. An essential part of a child's growth includes the development of self-discipline. Although compliant behavior can be compelled, the development of inner control and social conscience is a long process during which the child needs frequent feedback from respectful adults. Our conflict resolution approach involves the development of clear and respectful speaking and listening skills. Building on this, we have adopted 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 \(2000\)](#) 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 the level of achievement of their student 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 a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus,

which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount to be at most the cost of duplication.

Parent and Family Engagement Policy

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

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health 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 following:
 - 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 has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that to excuse their child, they must state their request in writing to the Charter School.

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

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 the 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.

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

STUDENT HEALTH & SAFETY

Health Screenings and Right to Refuse

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 first, second, fifth, and eighth-grade students.
- 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. Still, 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 medication prescribed by a qualified healthcare provider during the regular school day 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.
- Students may not carry other prescription or over-the-counter medications, vitamins, herbs, or alternative medications on their person, in a backpack, or in any 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 administer it.
- 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

Under the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received 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 do not comply with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus, and Pertussis (DtaP) – Five (5) doses Polio – Four (4) doses Measles, Mumps, and Rubella (MMR) – Two (2) doses Hepatitis B (Hep B) – Three (3) doses Varicella (chickenpox) – Two (2) doses 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 the fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus reduced Diphtheria, and acellular Pertussis (Tdap) – One (1) dose Varicella (chickenpox) – Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016, must meet the requirements listed for grades K-12 as well as the 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.
---	--

Oral Health Assessment

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

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. SDCCS 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:

- If live head lice are detected on a student, then SDCCS shall immediately contact a parent/guardian with instructions to pick up the student from the main office at the end of the regular school day. Until the end of the regular school day, the student will be instructed to avoid contact with other children or share any headgear. Students diagnosed by school personnel with live head lice will generally not need to be sent home early; they can go home at the end of the day. However, in the case of a severe infestation, the Executive Director or designee may, at their discretion, contact a parent/guardian to pick the student up before the end of the regular school day.
- Students with nits will be permitted to stay in school, and parents will be contacted, 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 rechecked 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 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

SDCCS 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. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student 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 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 campuses that are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized, or contraband items and materials through a search based upon reasonable suspicion.

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

The Charter School is not prohibited from seizing or confiscating a student’s personal electronic device without searching its contents if the student’s 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.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Concussion/Head Injuries

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

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth-grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 and 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of the HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

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

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

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

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

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

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 associated with type 2 diabetes.
3. A recommendation is 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. Describe 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 seek assistance safely, 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 the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at 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 the prevention of 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 and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 858-496-1613. Our Charter School counselors support students by providing individual sessions and group or parent consultations when a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services—If you believe your child may have a disability, you are encouraged to 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 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 seven 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 in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>**
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or at (813) 720-8778.

Pregnant and Parenting Students

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

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

Safe Storage of Firearms

The purpose of this notice is to inform and 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 safely and securely, 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 practices to ensure 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 significant bodily injury as a result of the child gaining access to the firearm.
- With minimal 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 ten 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 school vans or school student activity buses shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan, which 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, based on 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 which 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 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 per each student's assessed needs. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to serve the educational needs of each student appropriately.

Under 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 contact Kathy Osterhout, Principal, at 858-496-1613.

English Learners

The Charter School is committed to the success of its English Learners, and 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 that encourages 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 students in front of them. These lessons may include but not be limited to:

Active engagement: Constructivist and progressive lessons focus on engaging students actively in the learning process. 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 knowledge, teachers can tailor lessons and projects to meet each student's 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 their studies.

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 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 each student's learning experience remains engaging and meaningful.

What can my child expect from their day at SDCCS? 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. If you choose to provide your child with lunch, please ensure that it is nutritious, with limited sweets. SDCCS does not permit sodas or energy drinks. Each class will set a policy regarding snacking.

School concludes at 3:00 p.m. on 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 various formal and informal assessment tools throughout the school year. At the end of each semester, parents 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 grades 3-8 will take the NWEA Map assessment at least twice a year.
- Students in grades 3-8 will take the CAASPP assessment annually.
- Students in grades TK-2 will assess their students three (3) times yearly 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?

SDCCS 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 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 thirty (30) minutes each night.

When assigned, homework will be a meaningful continuation of classwork that can be completed independently.

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

If you change 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; and military housing orders. It is essential that you have a current email address on file in our office so that you can receive 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 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, two (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 they are 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 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 casually; 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 SDCCS?

All new students must apply. Priority applications are accepted from October 1st until January 31st. New applicants are selected from a lottery composed of all applications received before 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 spring survey 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 your student's progress and 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 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 resolve any 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 will likely be able to address 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 of the students and is not available for private conferences during instructional time. It is best to set up a time to meet and let the teacher know what the meeting is regarding.
2. At the meeting, first state your concern, and then listen to the teacher's response. If appropriate, devise a written plan to address the problem and schedule a further meeting to assess progress. 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 seek is not listed, call the school office at (858) 496-1613. Most events are also noted on the school calendar available online at www.sdccs.org

SDCCS Parent Agreement and Understanding

SDCCS is a school of choice, and parent participation is critical to its success. 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 SDCCS 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 seek help from the SDCCS Technology Director.
3. Class meetings are scheduled approximately two (2) to three (3) 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 enriching, 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 child's well-being and respect for the staff. The school, in its sole discretion, will not release any child to an adult who appears unable to transport the child home safely. If this happens, the school will rely on the emergency contact information provided by the parent or guardian to call another adult authorized to pick up the child.
5. Field Trip procedures:
 - a. Field Trips require a separate Permission Slip for each trip. Field Trips that require automobile transportation will also need a signed driver Information sheet.
6. If parents wish to visit a classroom outside of their actively volunteering time, the visit must be cleared with the Principal.
7. The State only funds our school if a student is present. It is the parent's responsibility to report their children absent from school. Attendance and punctuality are essential at SDCCS. 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. If a solution cannot be reached with the teacher, the Principal will be asked to step in and then follow the Complaint Procedure outlined in SDCCS Policy.
 - b. Parents and staff are expected to be sensitive to others' privacy. Therefore, any discussions of concerns relating to the classroom or 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. If a parent demonstrates the inability to act safely or appropriately with the children, staff, or other parents. SDCCS reserves the right to exclude the parent from the classroom, field trips, or be removed from the school campus.

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. It shall provide a safe and friendly environment with indoor and outdoor space.

2. For the child, the school shall offer child-oriented activities to encourage the development of each child's social-emotional, physical, intellectual, and creative capacities. By accepting each child unconditionally and encouraging them to pursue their interests from among the many varied activities available, we strive to foster each student's self-esteem, independence, initiative, cooperation, and peer relationships.
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. We wish to teach our children communication, 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, ancestry, or any other protected characteristic.
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.

2024-2025 School Calendar



2024 Important Dates

July 30th-August 1st: Teacher Academy
August 2nd-9th: Teachers Return
August 12th: First Day of School
September 2nd: Labor Day
September 19th: Peace Day Celebration
September 24th-27th: Goal Setting Conferences
October 17th-18th: Fall Break
October 31st: Halloween
November 1st: Staff Workday
November 7th: Project Night
November 11th: Veteran's Day
November 25th-29th: Thanksgiving Break
December 19th: Teacher Workday
December 20th-December 31st: Winter Break

2024/2025 Important Dates

January 1st-January 3rd: Winter Break
January 10th: End of Semester 1
January 13th: Start of Semester 2
January 6th: Teacher Workday
January 20th: Martin Luther King Day
January 29th-January 31st: Parent/Teacher Conferences
February 14th-17th: President's Day
March 7th: Teacher Workday
March 31st-April 4th: Spring Break
April 30th-May 2nd: Student Led Conferences
May 23rd: Teacher Workday
May 26th: Memorial Day
May 29: Last Day of School
May 30th: Teachers Last Day

2024-2025 School Year Calendar

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JANUARY 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY 2025

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

First Day/Last Day of School

Holidays (No School)

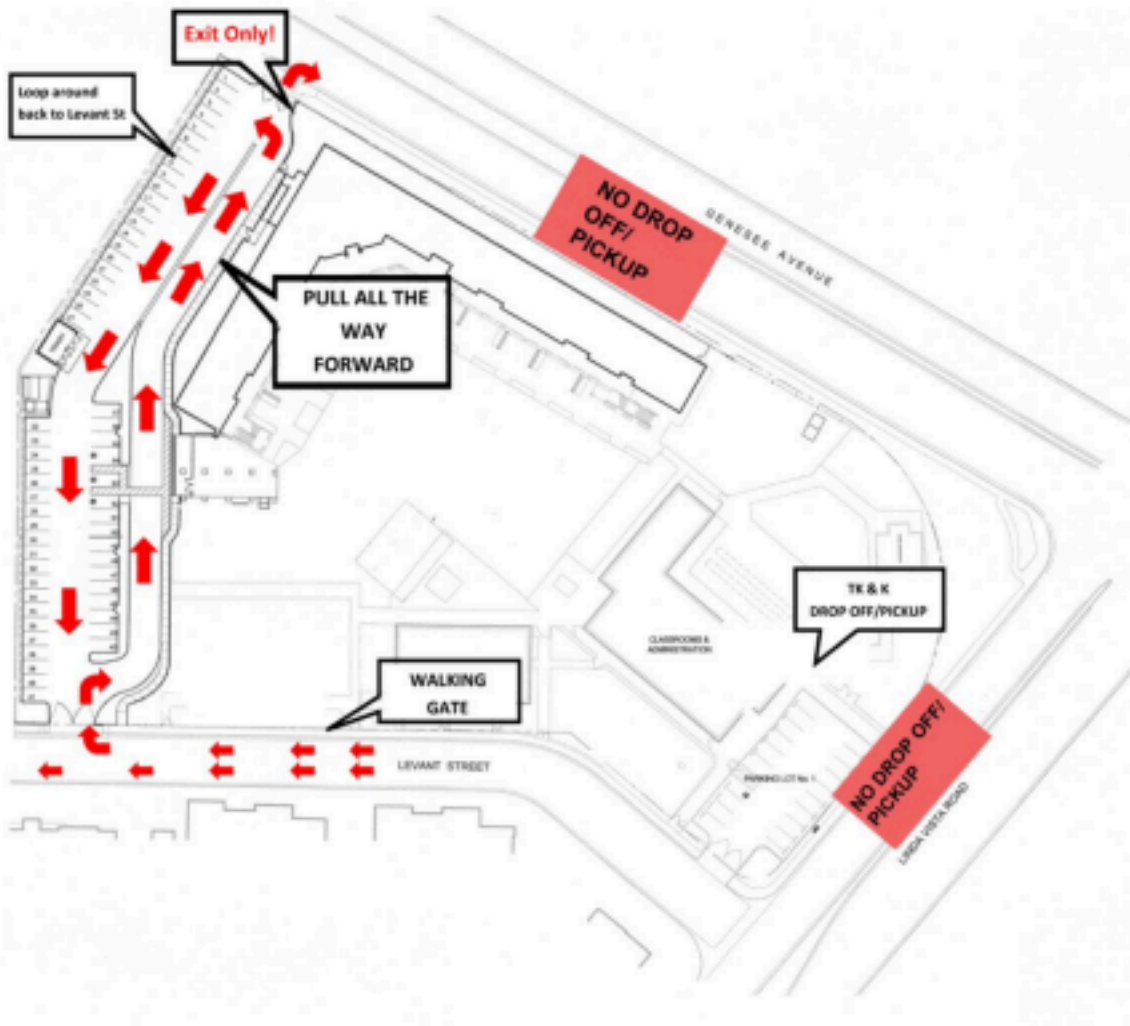
Minimum Days

Teacher/Staff Workday (No School)

School Event

End/Start of the Semester

Pick-Up and Drop-Off Map



Appendix B – Policies

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) details the policies and grievance procedures of San Diego Cooperative Charter School (“SDCCS” or the “School”) to address sex discrimination, including but not limited to sexual harassment, occurring within SDCCS’s education programs and activities.

SDCCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in SDCCS’s education programs or activities including, but not limited to, incidents occurring on SDCCS’s campus, during School-sponsored events and activities regardless of the location, and through School-owned technology, including communications from a student, parent/guardian, employee, volunteer, independent contractor, or other person with whom SDCCS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (referred to herein as “Title IX”) may be referred to the SDCCS Title IX coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

I. DEFINITIONS

Prohibited Sex Discrimination: Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differential treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by SDCCS.

Prohibited Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of SDCCS conditioning the provision of an aid, benefit, or service of SDCCS 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 SDCCS'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).

California Education Code section 212.5 defines "sexual harassment" as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (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 SDCCS.

Below are examples of conduct that may constitute sexual harassment under California or Federal law:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation, or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, 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.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- 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 above are not intended to be an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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 Title IX 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, the complainant must be participating in or attempting to participate in SDCCS's education program or activity.

Party means a complainant or respondent.

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

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint 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.

II. **TITLE IX COORDINATOR**

SDCCS designated the following employee as the Title IX coordinator:

Sarah Saluta
Executive Director
7260 Linda Vista Rd
San Diego, Ca 92111 848-496-1613
sarah@sdccs.org

In the event that the above-named individual becomes unavailable or unable to serve as the coordinator, SDCCS has designated the following employee to serve as a temporary or interim coordinator:

Kathy Osterhout
Principal
7260 Linda Vista Rd
San Diego, Ca 92111 848-496-1613
kathy@sdccs.org

The Title IX coordinator is responsible for coordinating SDCCS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to SDCCS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Title IX coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

III. **REPORTING ALLEGATIONS OF SEX DISCRIMINATION OR SEXUAL HARASSMENT**

All employees must promptly notify the Title IX coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within SDCCS's education program or activity. Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Title IX coordinator, another

SDCCS employee, or a family member for assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding misconduct prohibited by this Policy 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 Title IX coordinator. SDCCS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously.

Privacy

SDCCS acknowledges and respects every individual's right to privacy. SDCCS will investigate complaints in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information 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 Title IX coordinator or designee on a case-by-case basis.

Retaliation

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.

Response to Allegations of Sexual Harassment

SDCCS will promptly respond to complaints of sexual harassment occurring in its education program or activity against a person in the United States. SDCCS will treat complainants and respondents equitably by offering supportive measures to a complainant and by following the grievance procedures for formal complaints of sexual harassment listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

IV. SUPPORTIVE MEASURES

Once notified of sexual harassment or allegations of sexual harassment occurring in SDCCS's education program or activity against a person in the United States, the Title IX coordinator will promptly contact the complainant to discuss the availability of supportive measures.

Supportive measures may include but are not limited to: Counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair SDCCS's ability to provide supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

V. GRIEVANCE PROCEDURES

Scope and General Requirements

Upon receipt of a formal complaint of sexual harassment, the Title IX coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

SDCCS requires that any Title IX coordinator, investigator, decisionmaker, and any person designated by SDCCS to facilitate an informal resolution process, do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. SDCCS will treat complainants and respondents equitably. The School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

SDCCS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

SDCCS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the coordinator in writing at least one business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by SDCCS, the coordinator or designee will notify the parties of the reason for the delay or extension in writing.

SDCCS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

SDCCS will dismiss complaints of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX, even if established as true;
- Did not occur in SDCCS's education program or activity; or
- Did not occur against a person in the United States.

SDCCS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by SDCCS;
- A complainant notifies the coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent SDCCS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the coordinator or designee will promptly send written notice of the dismissal and reason(s) thereof simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable SDCCS policy.

Complaints of misconduct that do not constitute a formal complaint of sexual harassment under this Policy will be addressed in accordance with SDCCS's Uniform Complaint Procedures, its employment complaint procedures, or other applicable policies.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Title IX coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- SDCCS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;

- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that SDCCS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

SDCCS may place an employee respondent on paid administrative leave during the pendency of the grievance procedures in accordance with SDCCS's policies. SDCCS may also remove a respondent from SDCCS's educational program or activity on an emergency basis, in accordance with applicable law and SDCCS's policies. Prior to removal, SDCCS will undertake an individualized safety and risk analysis to determine whether the individual poses an immediate threat to the physical health or safety of any person arising from the allegations. SDCCS will provide the respondent with notice of removal and an opportunity to challenge the decision immediately following the removal, and will follow any applicable student involuntary removal requirements under state law.

This provision is not intended to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under SDCCS's Title IX grievance procedures, the School may offer an informal resolution process to the parties. The School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. The parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, SDCCS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;

- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, investigations will be completed within **sixty (60) days**, but some investigations may take longer depending on the scope of the allegations. SDCCS will conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, SDCCS or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless SDCCS obtains voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

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 from gathering and presenting 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.

Before the investigator completes the investigative report, SDCCS will send to each party and the party's representative, 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 to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and will 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.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within **twenty (20) business days** after SDCCS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Title IX coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the 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 fact supporting the determination;
- The conclusions regarding the application of SDCCS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for 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.

The determination regarding responsibility becomes final either on the date that SDCCS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within **five (5) business days** of their receipt of SDCCS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Executive Director (or in the event the Executive Director is the respondent, the Chair of the SDCCS Board of Directors), who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or SDCCS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- A 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; or
- The Title IX coordinator, investigator(s), or decisionmaker(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.

The decisionmaker for the appeal will not be the same person as the Title IX coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: (1) notify the other party of the appeal in writing; (2) implement appeal procedures equally for the parties; (3) allow the parties to submit a written statement in support of, or challenging, the outcome within **five (5) business days** of notice of the appeal; and (4) within **fifteen (15) business days** of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Remedies

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 disenrollment from the School or termination of employment. If there is a determination that sexual harassment occurred, the Title IX coordinator is responsible for effective implementation of any remedies ordered by SDCCS.

VI. TRAINING

All supervisors of staff will receive sexual harassment training within six months of their assumption of a supervisory position and will receive further training once every two years

thereafter. All Title IX coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

VII. **RECORDKEEPING**

SDCCS will maintain the following records for at least seven 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 complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.



TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements 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 or expulsion from SDCCS.

Date:

Signature of Complainant

Print Name

To be completed by SDCCS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

**HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING
POLICY**

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, San Diego Cooperative Charter School ("Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, 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, locs, and twists), 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, 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. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School

does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.¹

Charter School 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.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

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 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 student² 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 substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

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.

Electronic act means the creation or transmission originated on or off the school site, 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:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. 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

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

² "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- 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.
- c. 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.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School 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.

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

Education

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

Charter School’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 behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Charter School 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 Charter School employees who have regular interaction with students.

Charter School 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

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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
- Students with physical or learning disabilities.

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

Complaint Procedures

Scope of the Complaint Procedures

Charter School 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 they have 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 Charter School 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.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School’s Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

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, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. 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 and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, 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.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School 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.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal

Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the President of the Charter School Board, who will serve as the decision maker for the appeal or

designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

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 and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School 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.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Suspension and Expulsion Policy and Procedures

The procedure by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J)."

Consistent with the efforts to share the governance of the school, specific suspension and expulsion procedures that comply with constitutional standards of due process have been developed and/or revised by the school community at the beginning of each school year. The policies provide parents and students with an opportunity to exercise such leadership skills as problem solving, negotiation, shared decision making, and conflict resolution, as well as

fostering a sense of personal and community responsibility. The model for positive discipline is instituted based on the guidelines set down by Ryan (2000).

This five-step program includes

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).

The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. We see all moments in school to be teachable moments and in alignment with our social emotional curriculum we use all situations to practice empathy and create an environment for restorative justice. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The Principal, a staff member serving as acting principal when the principal is absent, and the Director of Extended Day have the authority to suspend students when necessary. The School will maintain records of all suspensions and will report the suspension of any students including the suspension of any Special Education students. While suspension and expulsion are to be regarded as a last resort, the school has a suspension policy that is communicated to parents and students in the parent and student handbooks

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at San Diego Cooperative Charter School ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the front office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian, and shall inform student, and the student’s parent/guardian of the basis for which the student is being involuntarily removed and the student’s parent/guardian’s right to request a hearing to challenge the involuntary removal. If a parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent/guardian 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 removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

³ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance ;,as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery of another person's property or school property or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause

serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this policy, "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.
- 3) Notwithstanding subparagraphs (1) and (2) 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.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to expulsion.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Suspension Offenses: Students must be suspended and/or recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Expulsion Committee and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Prior to suspending a student, if circumstances permit, the student and their parents shall be given a written statement of the reasons for suspension or expulsion and will be provided with a written description of their due process rights.

1. Conference

The student and the student's 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 the student's parents within three (3) days of the suspension.

At the conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student’s parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall

provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by a neutral Hearing Officer or panel ("Expulsion Hearing Panel") appointed by the Executive Director following a hearing before it, or by the Charter School Board of Directors upon the recommendation of a neutral Hearing Officer or panel appointed by the Executive Director. An Expulsion Hearing Panel appointed by the Executive director shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Hearing Officer or Expulsion Hearing Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

If an expulsion is recommended, the following procedures apply. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Hearing Officer or Expulsion Hearing Panel will conduct an evidentiary due process hearing in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") and consider evidence and/or testimony, as it deems appropriate and will provide a written recommendation that shall be in the best interest of the student and the Charter School. The Hearing Officer or Expulsion Hearing Panel recommendation will be forwarded to the Board of Directors for action. The decision of the Board shall be final.

The student shall have the right to be represented by counsel or an advocate at the hearing before the Hearing Officer or Expulsion Hearing Panel, to present evidence on their own behalf, and to confront and cross-examine adverse witnesses and Charter School representatives.

The student must be given written notice of the proposed expulsion and of the reasons. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and contain the information listed below. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
3. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
4. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
5. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
8. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
9. The testimony of the support person shall be presented before the testimony of the complaining witness and

the complaining witness shall be excluded from the courtroom during that testimony.

10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Expulsion Hearing Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Expulsion Hearing Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

I. Expulsion Decision

The decision of the Hearing Officer or Expulsion Hearing Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable. The decision of the Board of Directors is final.

If the Expulsion Committee decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Executive Director may revoke the suspension of an expulsion order under this section if the student commits any of

the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Executive Director revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Hearing Officer or Expulsion Hearing Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

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

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student. t. The student's readmission is also contingent upon the Charter School's capacity at the time the student

seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

For special education students, all procedures and disciplinary actions shall comport with applicable state and federal law; e.g., conducting a manifestation determination prior to any expulsion recommendation.

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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 major 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) and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention, intervention, and postvention strategies and intervention 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.”

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 in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, SDCCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for SDCCS. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

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 trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- 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 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, SDCCS, 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. Staff Development: Suicide Prevention Training and Education

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

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and 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 trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, school psychologists, or social workers) who have received advanced training specific to suicide. Charter School has collaborated with San Diego County Mental Health Services to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
- Staff training may 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) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - 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;
 - 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;
 - Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - 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 may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - Charter School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - 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;
 - 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;
 - Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - 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/amr>

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 who are 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 are able to identify suicide risk factors and warning signs and to 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 are able to 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 may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - 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 may include:
 - Coping strategies for dealing with stress and trauma;
 - 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 trainings 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:

- 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 <https://afsp.org/our-work/education/more-than-sad/>
- 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>
- 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/>
- 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/>
- 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 <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 they are 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.

The suicide prevention liaison shall also refer the student to mental health resources at SDCCS or in the community.

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 being actively threatened.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - f. 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. **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
7. 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

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 them are critical. The following steps should be implemented:

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

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- 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);
- Counselors, Administrators, Teachers and trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- 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 the school community, including 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:

The Suicide Prevention Liaison shall:

- Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team 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 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).
 - o Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - o Identify students affected by suicide death but not at risk of imitative behavior and refer them to a school-based mental health professional;
 - o Communicate with the larger school community about the suicide death; and refer them to a school-based mental health professional. Staff shall not share explicit, graphic or dramatic content, including the manner of death.
- 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 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> <u>or</u> <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:
- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased
- 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.

Student-Employee Interaction Policy

San Diego Cooperative Charter School

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 PROHIBITED 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 is 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).
- c) Keeping the door open when alone with a student.
- d) Keeping reasonable space between you and your students.
- e) Stopping and correcting students if they cross your own personal boundaries.
- f) Keeping parents informed when a significant issue develops about a student.
- g) Keeping after-class discussions with a student professional and brief.
- h) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- i) Involving your supervisor if conflict arises with the student.
- j) Informing the Principal about situations that have the potential to become more severe.
- k) Making detailed notes about an incident that could evolve into a more serious situation later.
- l) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- m) Asking another staff member to be present if you will be alone with any type of special needs student.
- n) Asking another staff member to be present when you must be alone with a student after regular school hours.
- o) Giving students praise and recognition without touching them.
- p) Pats on the back, high fives and handshakes are acceptable.
- q) Keeping your professional conduct a high priority.
- r) 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.



Internal Complaint Procedures - Uniform Complaint Procedures

California Code of Regulations outline a Uniform Complaint Procedure (“UCP”) that must be followed for certain types of complaints within the school setting. These regulations articulate the steps that should be followed for filing these complaints, the timelines within which a school must respond, appeal rights to the California Department of Education or State Superintendent of Public Instruction, among other things.

The UCP process must be followed for claims of a violation of federal or state laws or regulations in the following applicable programs administered by the CDE: Consolidated Categorical Aid Programs listed in Education Code section 64000(a), Migrant Education established pursuant to Education Code section 54440 through 54445, Career Technical and Technical Education and Career Technical and Technical Training Programs established pursuant to Education Code sections 52300 through 52480, Child Care and Development Programs established pursuant to Education Code sections 8200 through 8493, lactation accommodations, Educational rights of foster youth and graduation requirements for foster youth, homeless youth, and other youth, pupil fees, courses of study, instructional minutes for physical education, local control and accountability plans, juvenile court schools, school safety plans, refusal to approve the use or prohibit the use of any textbook, etc., for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code sections 51204.5 and 60040, with limited exceptions.

The UCP also applies to filing complaints alleging unlawful discrimination, harassment, intimidation or bullying against any actual or perceived characteristics set forth in Penal Code section 422.55, including immigration status, and any protected group as identified in Education Code sections 200 and 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, including actual or perceived characteristics or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. As part of Education Code sections 200 and 220, the school is required to provide complaint procedures relating to the failure to provide resources relating to the support of LGBTQ pupils. These complaints are included in this policy.

A complaint relating to protections for pregnant and parenting students may be filed through the UCP as well.

Complaints relating to student fees and those relating to the LCAP may be made anonymously.

Complaints relating solely to employment discrimination should be handled in accordance with the complaint process identified in the employee handbook, and may ultimately to be sent to the Civil Rights Department for investigation. It is not recommended that these types of complaints be included in this policy since it would confer rights to the employee greater than that of an at-will employee. Consult with competent legal counsel to draft an appropriate employee complaint procedure for discrimination.

This policy is drafted consistently with the requirements of the UCP and provides notice that complaints will be filed directly with the Civil Rights Department or may be transferred to the Civil Rights Department by the school. Annually, the school must notify, in writing, its students, parents, employees, and other interested parties, the complaint procedures, any civil law remedies and the opportunity to appeal to the CDE under the UCP.

It is the policy of the **San Diego Cooperative Charter School** (the “School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, contact **[insert contact info]** to obtain information about making a different type of complaint. The School will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

- Ø Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the school;

- Ø Improper student fees;

- Ø Failure to accommodate lactating students

- Ø Noncompliance with the rights of pregnant and parenting students;

- Ø Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;

Ø Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;

Ø Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;

Ø A complaint about the School's safety plan;

Ø A complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;

Ø Every Student Succeeds Act;

Ø A complaint that the governing body of the School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;

Ø A complaint that the governing body of the School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;

Ø School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;

Ø Other violation of state or federal law under the following programs **[insert the applicable programs here that your school participates in pursuant to 5 C.C.R. § 4610(b): Adult Education, Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, After School Education and Safety, Agricultural Career Technical Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Compensatory Education, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Development Programs, Physical Education: Instructional Minutes; Pupil**

Instruction: Course Periods without Educational Content or Previously Completed Courses; Regional Occupational Centers and Programs; and School Plans for Student Achievement].

Types of Complaints Not Covered by the UCP

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Ø Classroom assignments
- Ø Common core
- Ø Grades and graduation requirements
- Ø Hiring and evaluation of staff
- Ø Homework policies and practices
- Ø Provision of core curricula subjects
- Ø Student advancement and retention
- Ø Student discipline
- Ø Student records
- Ø Employment complaints
- Ø Open meetings and board meetings
- Ø Other general education requirements

Internal Procedures:

As an initial matter, each **supervisor** has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment, discrimination, or conduct. Consequently, should **supervisors** become aware of any conduct that may constitute discrimination, harassment, or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to **Janna Roper or Sarah Saluta**.

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the School will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting **the Business Manager** or if that individual is not available, the employee or student should contact **the Executive Director at 858-406-1613**, who has been designated to handle inquiries regarding the UCP complaints. OCR Non-discrimination notice. A UCP Complaint Form may be obtained from **the Executive Director**.

Anonymous Complaints: Students making a complaint of improper fees or complaints that the School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the **President of the Board** or his/her designee. Such extension by the **President of the Board** or his/her designee shall be made in writing. The period for filing may be extended by the **[insert title here]** or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The **Executive Director** shall respond immediately upon a receipt for extension.

[Note: The regulations allow for the parties to resolve the complaint through means other than the complaint process provided below. However, they do not require such other resolution process. This policy is drafted to allow for such alternative resolution mechanism.] **Informal Resolution:** If the parties mutually agree, the complainant and the School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60 day timeframe may be extended by the written consent of the complainant.

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

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the “CRD”) for investigation as required by law.

Written Decision: The **Executive Director** shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the **Executive Director** will send a copy of the written decision to the complainant.

Appeal of School’s Decision

Appeal to CDE: Except for complaints that are not required to be processed through the UCP, a complainant may appeal a decision to the California Department of Education (“CDE”) by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School’s decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the School to make the necessary findings and conclusions on any issue not addressed. The School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the CRD.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll-free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.ca.gov or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School’s retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

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

- | | | |
|--|---|--|
| ☐ Adult Education Programs | ☐ Every Student Succeeds Act | ☐ School Plans for School Achievement |
| ☐ Career Technical and Technical Education and Training | ☐ Local Control Funding Formula/ Local Control and Accountability Plan | ☐ School Safety Plan |
| ☐ Child Care and Development Programs | ☐ Migrant Child Education Programs | ☐ State Preschool Programs |
| ☐ Consolidated Categorical Aid Programs | ☐ Regional Occupational Centers and Programs | ☐ Pupil Fees |
| ☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | | |

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

- | | | |
|--|--------------------------------|---|
| Age | Genetic Information | Sex (Actual or Perceived) |
| Ancestry | Immigration Status/Citizenship | Sexual Orientation (Actual or Perceived) |
| Color | Marital Status | |
| Disability (Mental or Physical) | Medical Condition | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Ethnic Group Identification | Nationality / National Origin | |
| Gender / Gender Expression / Gender Identity | Race or Ethnicity | |
| | Religion | |

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

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

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Sarah Saluta
Executive Director
7260 Linda Vista Rd, San Diego, CA 92111
858-496-1613

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 emergency purposes.
 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 or any other type of information that aids in 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. Records maintained by a law enforcement unit of SDCCS that were created by that law enforcement unit for the purpose of law enforcement.
3. In the case of a person who is employed by SDCCS but not in attendance at SDCCS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee, and are not available for any other purpose.
4. 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.
5. Records that only contain information about an individual after the individual is no longer a student at SDCCS.

6. 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 Executive Director. 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 Executive Director or designee 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.

The Executive Director or designee 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 as described below.

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

If the Executive Director 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 who 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 the Executive Director or designee denies a parent/guardian or eligible student's request to amend an education record, the parent/guardian or eligible student may, within thirty (30) business days of the denial, request in writing that the parent/guardian 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.

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.

Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by SDCCS concerning evaluation of academic work or outcomes of disciplinary proceedings.
- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel at their own expense;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into the student's education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

SDCCS Rights and Responsibilities When a Hearing is Requested

- SDCCS shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a SDCCS employee, or 2) the SDCCS Board of Directors.
- SDCCS shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.
- SDCCS shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.
- SDCCS shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make their decision solely on the evidence presented at the hearing.
- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.

Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, SDCCS will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, SDCCS will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. SDCCS will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose 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 non related 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 is 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 Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendaized 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 FOR FOSTER AND MOBILE YOUTH POLICY

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 has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code (“WIC”).
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.⁴
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of

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

Puerto Rico, for more than three (3) full academic years.

- *“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 that the foster youth attended when permanently housed or the school in which 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. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“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 youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as “Foster and Mobile Youth.”

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board or Executive Director shall designate a Foster and Mobile Youth liaison. The following position is the Charter School’s liaison for Foster and Mobile Youth:

Sarah Saluta, Executive Director
sarah@sdccs.org

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

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling 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 moneys 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 moneys owed to the Charter School.
4. When required by law, notify the foster youth’s ERH, attorney, county social worker, and the

appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and, 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 ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the 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 ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
5. 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.
 6. 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.

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 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. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently 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.

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

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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. The Charter School is not prohibited from providing transportation, at its discretion, 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:

1. 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.
2. 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 school⁵, 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, 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, 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:

1. 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, school in a country other than the United States, or nonpublic, nonsectarian school.
2. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
3. A complete record of the student's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, 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 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.

If the Foster and Mobile Youth did not complete the entire course, 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.

⁵ For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

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 recordkeeping 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 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 or 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/>

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student 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 necessarily limited to, interscholastic sports. All decisions regarding a homeless student’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.

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).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, 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. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

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

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian⁶ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, 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)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for

⁶ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

- students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- 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).)

If the SDCCS does not otherwise provide transportation services to all SDCCS students, 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 any family fees associated with an After-School Education and Safety ("ASES") 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 the identification and provision of 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. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, 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 at least once every three years 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.

Complaints of Noncompliance

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

SAN DIEGO COOPERATIVE CHARTER SCHOOL
ADMISSIONS AND ENROLLMENT POLICY

The San Diego Cooperative Charter School (“SDCCS” or “Charter School”) is open to any student in the State of California who meets the admissions requirements described herein. If the number of students who wish to attend the Charter School exceeds the school’s capacity, attendance (except for existing students of the Charter School) shall be determined by a public random drawing, the process for which is described below.

The Charter School shall admit all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving pupils, English learners, neglected or delinquent students, homeless students, or student who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents^[A2].

The following enrollment requirements pertain to all students who apply:

- A parent or guardian must honestly complete and return a simple, non-discriminatory application by the published priority enrollment deadline. Applications received after the published enrollment deadline are placed on a priority specific wait list in the order received, which shall be appended to the lottery wait list, if any.

- The parent/guardian must attend one (1) school tour. It is not required before submitting an application; however, it is mandatory before attending SDCCS. Students may participate in this event, but it is not required. Charter School tours are held regularly throughout the school year at various times in order to accommodate a range of schedules. These tours provide opportunities for families to ask questions and become familiar with our Charter School facility and community.
- The parent/guardian must attend an annual orientation session. Multiple sessions will be provided to accommodate the diverse schedules of those expected to attend. These sessions detail the expectations of the families who elect to enroll at SDCCS and give families additional opportunities to ask questions and become familiar with our Charter School.
- Although acknowledged as not an enforceable contract per se, SDCCS asks the student and the parents/guardians to affirm that they are familiar with and agree to abide by all policies and procedures set forth in the Parent and Student Handbooks.
- A parent or guardian must complete and/or provide all documents required for registration in a public school including but not limited to immunization records, proof of residency, proof of age, enrollment form, etc.
- In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In order to attain SDCCS' vision of a racially, economically, and geographically diverse population, SDCCS will develop an outreach program designed to reach out to all families and enable the Charter School to have a balanced and diverse applicant pool.

Public Random Lottery Procedures

All applicants from the priority enrollment period will become members of the applicant pool. Should the number of pupils who wish to attend SDCCS exceed the Charter School's capacity, then a random public lottery shall be held to determine the order of enrollment from each applicant pool. Each campus will have a separate applicant pool and separate random public lottery to establish priority order for each campus. Enrollment at a specific campus or employment as an employee on a specific campus does not give admission priority to another campus within the SDCCS charter.

Preferences

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine

admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Grade level vacancies are filled in priority order. After continuing students, priority for enrollment shall be as follows:

1. Existing students
2. Students of current staff members
3. Siblings of existing students admitted to or attending the charter school
4. Students from military families, as defined in Education Code Section 49701
5. Students who attend Linda Vista Elementary School and live in Linda Vista
6. Students who live within the boundaries of San Diego Unified School District
7. Students who live outside of San Diego Unified School District
8. All other students, as permitted by law

The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Drawing

1. Applications submitted by the priority deadline are placed in lottery pools based on the priorities for enrollment.
2. Each applicant is only eligible for a single lottery pool based on their highest eligibility qualification.
3. Applications are sorted first by grade, then by lottery pool.
4. An automated system will randomly assign numbers to the applicant in each pool allowing them to be placed in an order for admittance.
6. Once each application is assigned a number, open enrollment spaces are offered to applicants until the spaces are filled and the remainder of the applicants are placed on a waiting list in the order which they were drawn.
7. The Principal and a member of the Board of Directors will witness the lottery and will certify that it was random, public, and conducted as described above.

Notification

All applicants who are accepted will receive notification in writing by U.S. mail. They will receive at least two (2) business days to respond to the Enrollment Specialist or Front Office Receptionist either in writing, in person or by phone, fax or e-mail of their intention to accept or decline the offer for enrollment. If there is no response after two (2) business days then the

vacancy will be considered declined. The application will be withdrawn and will be offered to the next student on the waiting list.

Registration

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

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Application for Free or Reduced-Price Meal
- Release of records^[1]
- As applicable, current expulsion order
- Housing Questionnaire

Rolling Open Enrollment

Vacancies that become available during the school year will be filled in order from the numbered applicants in the applicant pool. In the event there are no applicants in the pool, new students may apply to enter the school only after visiting the prospective classroom for one (1) full instructional day and a Charter School orientation meeting with the Principal or another designated staff member.

AI Usage Policy for Elementary and Middle School Students

Student AI Policy: Ethical Use and Unethical Uses

1. Introduction

This policy outlines the ethical guidelines for using Artificial Intelligence (AI) by students within our school community. It emphasizes responsible and respectful behavior when interacting with AI technologies and provides clear definitions of unethical practices to ensure a positive and inclusive digital environment.

2. Ethical Use of AI

2.1. Educational Purposes

Students should primarily use AI technologies for educational purposes, such as learning, research, and enhancing their understanding of various subjects.

2.2. Academic Integrity

No SDCCS student may use AI unless approved by a team member. All explorers must participate in the AI lessons provided by SDCCS. AI tools may only be used to plagiarize or cheat, including generating content for assignments, exams, or projects with proper attribution. The use of AI in this manner will result in disciplinary consequences.

2.3. Respectful Interaction

Students must treat AI tools respectfully and may not use them for bullying, harassment, or harmful communication.

2.4. Privacy and Data

Respecting the privacy of others is essential. Do not use AI to gather or share personal information.

2.5. Critical Thinking

When approved by the instructor, AI-generated information may be utilized as a resource for learning and verification. Still, it is always expected that explorers employ critical thinking skills to evaluate the accuracy and credibility of the information.

2.6. Creativity and Innovation

When the instructor approves, students may be encouraged to use AI to explore creative and innovative ways to solve problems, generate ideas, and enhance their learning experiences.

3. Unethical Uses of AI

3.1. Plagiarism and Cheating

Using AI to generate content for assignments, exams, or projects without proper citation or authorization is unethical.

3.2. Misrepresentation

Using AI to impersonate someone else, forge identities, or deceive others is strictly prohibited.

3.3. Harassment and Bullying

Engaging in any form of harassment, cyberbullying, or harmful communication using AI technologies is unethical and unacceptable.

3.4. Privacy Violations

Unauthorized collection, sharing, or dissemination of personal information obtained through AI tools is unethical and a breach of privacy.

3.5. Discrimination and Bias

Using AI to promote or perpetuate discriminatory, biased, or harmful content is strictly forbidden.

3.6. Malicious Activities

Engaging in hacking, unauthorized access, or malicious activities using AI tools is unethical and may have legal consequences.

4. Reporting and Consequences

4.1. Reporting Unethical Use

Any instances of unethical AI use should be reported to a teacher, school administrator, or designated authority. Students who are aware of others who are misusing AI may also be held accountable to the standards of academic integrity.

4.2. Consequences

Violation of this policy may lead to disciplinary actions.

By adhering to this Student AI Policy, students demonstrate their commitment to responsible and ethical use of AI technologies, contributing to a positive and respectful digital environment within our school community.

San Diego Cooperative Charter School Internet Safety Policy (CIPA-Compliant)

1. Purpose

San Diego Cooperative Charter School (SDCCS) is committed to providing a safe and supportive learning environment. In compliance with the Children's Internet Protection Act (CIPA) and FCC regulations, this policy establishes measures to protect students, staff, and school resources while promoting responsible digital citizenship.

2. Technology Protection Measures

SDCCS uses technology protection measures (internet filters) on all devices with internet access to block or filter access to:

- Obscene content
- Child pornography
- Content harmful to minors

Filtering is active on all student-accessible devices and networks. For adults, filtering may be disabled by authorized personnel for bona fide research or other lawful purposes.

3. Internet Safety Provisions

This policy addresses:

- **Access by minors to inappropriate materials** online
- **Safety and security of minors** when using email, chat rooms, or social media
- **Prevention of unauthorized access**, hacking, and unlawful activities by minors
- **Protection of minors' personal information** from unauthorized disclosure or use
- **Restricting minors' access** to materials harmful to their well-being

4. Education and Supervision

SDCCS provides ongoing instruction on:

- Safe and responsible internet use
- Cyberbullying prevention
- Social media awareness and digital footprints
- Reporting of inappropriate or dangerous online activity

Staff supervise student internet activity and monitor compliance through filtering systems and classroom management tools.

5. Monitoring and Enforcement

- Teachers and staff will monitor online activities of students using school resources.
- Any attempt to bypass filtering or engage in unauthorized activities will result in disciplinary action under SDCCS's Acceptable Use Policy and Student Code of Conduct.

6. Disabling Filters for Adults

Authorized staff may temporarily disable or adjust filtering for adults engaged in legitimate research or other lawful purposes.

7. Public Notice and Hearing

Before adoption, SDCCS will:

- Provide reasonable public notice
- Hold at least one public meeting to address and discuss the policy

The approved policy will be posted on the SDCCS website and made available to families and staff.

8. Certification

SDCCS certifies compliance with CIPA as a condition for receiving E-Rate discounts and other federal funding. Documentation will be retained per program requirements.

9. Definitions

- **Minor:** An individual under 17 years of age
- **Technology Protection Measure:** A filtering or blocking tool that prevents access to content deemed obscene, child pornography, or harmful to minors

San Diego Cooperative Charter School

Parent and Family Engagement Policy

The San Diego Cooperative Charter Schools (“SDCCS” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. SDCCS has distributed the Policy to parents of Title I students by having it posted on the website as well as included in our parent handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

SDCCS strongly believes that parent involvement is key to student’s 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 or families’ level of service to or other contribution to the Charter.

The SDCCS Board of Directors (“Board”) recognizes that parents and families are their children’s first and most influential teachers and that sustained parent and family involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Charter School Expectations and Objectives^[A3]

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, SDCCS has established the following practices:

1. SDCCS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - By seeking input through surveys, PSA and at School Site Council meetings
2. The site Principal or designee shall work with staff and parents and family members to develop meaningful opportunities at all grade--levels for parents and families to be involved in school activities; advisory, decision--making and advocacy roles; and activities to support learning at home to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

- San Diego Cooperative Charter offers a variety of ways for parents to engage in meaningful ways such as meeting with teachers, attending and participating at project nights or school activities, attending or becoming a PSA or Board member
3. Parents and families shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to do so.
- Parents are encouraged to participate in their child's education through orientation, classroom meetings, email communications, and PSA meetings.
4. SDCCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
- SDCCS is a single school LEA. Therefore, many of our groups and committee's overlap. For example, our PSA, SSC and ELAC groups provide feedback for this policy as well as our LCAP.
5. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
- SDCCS will evaluate the content and effectiveness of this policy through the process already in place for the SDCCS's LCAP where we involve parents throughout creating that plan and look closely at academic achievement annually.
6. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- SDCCS will closely look at the participation of families from various groups and will implement more targeted outreach if the participation of any student group is deemed to be concerning. Targeted outreach may involve phone calls, text messaging, or other communication as well as activities designed to increase engagement and attract more families.

7. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with their children's learning, including engaging with Charter School personnel and teachers.

- SDCCS will look at findings that might be language, technology, or culture related and will make necessary changes to our communication and outreach to have more effective involvement.

8. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter Schools and family interactions.

- SDCCS is a small single school serving over 450 students. A representative parent body must be a manageable size to be a good representative group. We will utilize the following groups to represent the needs of the population adequately:
 - Buenos Dias Coffee (coffee with the Principal)
 - ELAC
 - Parent Surveys LCAP Surveys
 - Feedback from other School-Wide Events

9. SDCCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

- SDCCS's Title 1, Part A is schoolwide thus all family members of the school have children that participate. Our PSA, ELAC, Parent Surveys, and Annual Title Meeting will all provide parents and family members the opportunity to be involved in this School Parent and Family Engagement Policy.

10. SDCCS involves parents in the activities of the Charter School to represent the needs of the population adequately.

- SDCCS works to make sure that all families are invited and feel a sense of belonging in our school community. Communications are translated so that information is easily accessed and ensures that both parents and staff understand each other on multiple levels.

11. The Executive Director shall regularly evaluate and report to the Board on the effectiveness of the Charter School's parent and family involvement efforts including, but not limited to, input from parents, families, and school staff on the adequacy of parent and family involvement opportunities and barriers that may inhibit parent and family participation.

Involvement of Parents in the Title I Program

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

1. SDCCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - SDCC's Title 1, Part A is schoolwide thus all family members of the school have children that participate. Our PSA, ELAC, LCAP, and Parent Surveys will all provide parents and family members the opportunity to be involved in this School Parent and Family Engagement Policy.
2. SDCCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - SDCCS offers a variety of meetings at which parents may be involved in. Our PSA meetings occur monthly on site and on-line. Our ELAC and LPAC meetings occur multiple times throughout the year on-site. Monthly SDCCS holds Board of Directors meetings which are open to all families.
3. SDCCS involves parents of Title I students in an organized, ongoing, and timely way, planning, reviewing, and improving the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - Parents and family members are involved in an organized, ongoing, and timely way in planning, reviewing, and improving programs under Title 1 through the various parent meeting groups listed throughout this policy and through our LCAP process.

4. SDCCS provides parents of Title I students with timely information about Title I programs.

- SDCCS provides information through emails, meetings, ELAC, and newsletters, ensuring that we translate information for all families' access. Our front office staff is welcoming and works hard to include and encourage all families to be involved and welcomed into our community, and this is the foundation for wanting to even engage in the information.

5. SDCCS provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Parents of Title I students are invited to class meetings and conferences where they learn not only about the curriculum but also about their student's strengths and areas for growth. Parents are updated on what is happening in the classroom with a weekly newsletter and a regular Administrative newsletter. Assessment results are distributed and explained to parents at the beginning of the school year and are mailed to parents with the end-of-the-year report card.

6. If requested by parents of Title I students, SDCCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

- SDCCS provides regular opportunities for parents of Title I students to participate in decisions relating to their children's education and to have ample opportunity to collaborate with school staff.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If SDCCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

SDCCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic

achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. SDCCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. SDCCS believes in the importance of ongoing communication between parents and teachers through, at a minimum, biannual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

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

1. SDCCS assists Title I parents in understanding challenging state academic standards, state and local assessments, and how to monitor and improve their children's achievement.
 - SDCCS provides translated materials and translation in meetings in order to ensure that all parents are informed about our program and how we are working to meet the challenging academic standards.
2. SDCCS provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- SDCCS works with Title I parents to ensure they know how to best work with their students at home to support their learning goals best.
3. With the assistance of Title I parents, SDCCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
- Parent participation and engagement is a foundational belief at SDCCS. Our educators work hard to ensure that parents feel welcomed, informed and invited to participate in multiple levels of our educational program.
4. SDCCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in their children's education.
- SDCCS has a counseling program that works with parents to support them and their parenting needs. Our program encourages and invites Title I parental involvement and works to eliminate barriers.
5. SDCCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- SDCCS regularly informs parents of activities and meetings on a platform that can be translated into many languages.
6. SDCCS supports parental involvement activities requested by Title I parents.
- SDCCS supports parental involvement by providing multiple invitations and opportunities for engagement and creating a welcoming environment.

Accessibility

SDCCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

The communication platform can be translated into multiple languages.

Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

San Diego Cooperative Charter School shall encourage families and students to be prepared if a family member is detained or deported. The Charter School shall encourage families and students to:

- Know their emergency phone numbers.
- Know where to find necessary documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

San Diego Cooperative Charter School shall permit students and families to update a student's emergency contact information throughout the school year and provide alternative contacts if no parent or guardian is available.

- San Diego Cooperative Charter School shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- San Diego Cooperative Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergencies – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported, and the student must be released to an adult designated on that card. Alternatively, San Diego Cooperative Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. San Diego Cooperative Charter School shall only contact Child Protective Services if school staff cannot arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Complaint with the Safe Place to Learn Act

Education Code § 234.1 requires schools to adopt a policy that prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code 220, including immigration status, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Education Code 231.5 requires schools to adopt a policy preventing sexual harassment. Education Code section 234.7 requires schools adopt Model Policies relating to protections for students from immigration-enforcement and related discrimination based on immigration status and citizenship status. Please also see the policies on Admission and Enrollment (Student Policy 1), Educational Records and Student Information (Student Policy 5), Immigration Enforcement Policy (Student Policy 18), Detention and Deportation Policy (Student Policy 19) and Registration of Visitors/Guests (Facilities/Operations Policy 5) to ensure all of the required information is included in your board adopted policies.

All of these requirements are encompassed in this document.

There are specific procedures that must be adopted for the board policies contemplated by Education Code section 234.1. This policy incorporates these procedures for all complaints, including a process that is in line with the Uniform Complaint Procedures (“UCP”) required by the California Code of Regulations.

This policy is required to be posted in all schools and offices, including staff lounges and pupil government meeting rooms. This policy must also be publicized to pupils, parents, employees, agents of the school and the general public, and translated per Education Code section 48985. The school must also provide to its certificated staff who serve pupils in 7 to 12th grade information on existing schoolsite and community resources related to the support of lesbian, gay, bisexual, transgender and questioning pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.

The school must also provide the sexual harassment policy provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable.

The school is also required to keep documentation of complaints and their resolution for a minimum of one CDE Compliance Monitoring cycle.

It is the policy of San Diego Cooperative Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of San Diego Cooperative Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locks and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Ø Discuss the varying immigration experiences among members of the student body and school community;
- Ø Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Ø Identify the signs of bullying or harassing behavior;
- Ø Take immediate corrective action when bullying is observed; and
- Ø Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials

- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a

reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile. EC 234.4
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording 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.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone

who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

- By phone at 858-496-1613
- By email at principal@sdccs.org
- By mail at 7260 Linda Vista Rd., San Diego, CA 92111

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Principal or Counselor so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board of Directors will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint deemed to be bullying and not resolved internally will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Adopted:4/9/2024

Freedom of Expression Policy and Procedures

Education Code sections 48907 and 48950 were amended in 2010 to explicitly include charter schools within their reach. Section 48907 requires charter schools to adopt rules and regulations in the form of a written publications code, including reasonable provisions for the time, place and manner of conducting such activities within that school's jurisdiction. This policy is drafted in conformity with section 48907. Section 48950 essentially provides that students may not be disciplined for speech that is constitutionally protected.

Students attending the San Diego Cooperative Charter School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected. Education Code § 48950.

FREEDOM OF EXPRESSION PROCEDURES

Circulation of Petitions and Other Printed Matter

Students shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - c. Without undue noise.

3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
4. “Distribution” means dissemination of a publication to students at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the School which are generally frequented by students.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of pupil publications within the School to supervise the production of the pupil staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to student expression.

Other Forms of Student Expression

Forms of student expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

Courts have generally found that schools may impose discipline for conduct off campus when the conduct off-campus poses a threat to the safety, welfare or discipline of other schools. Over the last several years, courts have grappled with disciplining students for fake social media pages mocking administrators and other students, when those pages have been created off-campus. Make sure that if discipline is imposed for this type of behavior, there is an impact that the expression will have on the school's program.

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Student Rights

Site administrators will distribute copies of this Administrative Procedure to all teachers who are advisors of students who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The pupil and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the pupil may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the pupil may follow the School's complaint procedures as outlined in the Student/Parent Handbook.

San Diego Cooperative Charter School Harassment, Discrimination, Intimidation, Bullying, and Immigration Enforcement Protection

Purpose

San Diego Cooperative Charter School (SDCCS) is committed to maintaining a safe, inclusive, and equitable environment that is free from harassment, discrimination, intimidation, bullying, and disruption caused by immigration enforcement. This policy affirms the school's responsibility to provide all students equal access to educational programs and to safeguard student information and well-being, consistent with state and federal laws.

I. Harassment, Discrimination, Intimidation, and Bullying Prevention

Policy Statement

Harassment, discrimination, intimidation, and bullying are prohibited on school grounds, at school-sponsored activities, and through electronic acts that impact the school environment.

Acts are prohibited based on actual or perceived characteristics, including but not limited to:

- Race, ethnicity, color, ancestry, nationality, immigration status
- Religion, age, marital status, pregnancy, parental status
- Physical or mental disability
- Sex, sexual orientation, gender identity or expression
- Association with any person or group with these characteristics

This policy applies to conduct related to school activities or attendance, including incidents occurring off campus with a nexus to the school environment (Ed Code §§ 234, 234.1).

Definitions

- **Bullying:** Any severe or pervasive physical, verbal, or electronic act that causes fear of harm, substantially interferes with academic performance, or creates an intimidating or hostile educational environment.

- **Harassment/Discrimination:** Unwelcome conduct based on a protected characteristic that interferes with participation in school activities or creates an intimidating, hostile, or offensive environment.

Reporting and Investigation

- Reports may be made orally or in writing to any staff member, the Principal, or the Executive Director.
- Anonymous reports will be accepted, though the ability to investigate may be limited.
- All complaints will be promptly investigated, and appropriate corrective actions will be taken.

Retaliation Prohibited

No student, parent, or staff member will be retaliated against for reporting or assisting in an investigation.

Prevention and Education

Annual training will be provided for staff and students on creating a positive school climate, preventing bullying, and understanding digital citizenship.

II. Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

Policy Statement

SDCCS is committed to protecting the rights, confidentiality, and well-being of all students, regardless of immigration status. The school shall not collect or disclose information regarding immigration status except as required by law (Ed Code § 234.7).

Immigration enforcement agents shall not be permitted access to school sites or student records without a judicial warrant or court order signed by a federal judge. Administrative warrants or ICE detainers are not sufficient.

Procedures

1. **Verification of Authority:** Requests from immigration enforcement officials must be referred to the Executive Director or designee.

2. **Access to Students and Records:** Entry or records release shall only occur upon presentation of a judicial warrant or court order.
3. **Student Release:** Students will only be released to adults listed on the student's emergency contact card.
4. **Confidentiality:** Staff shall not disclose immigration status information to third parties.
5. **Support Services:** Affected students shall receive emotional support and access to legal/community resources.

Communication

- Annual notice to families regarding their rights and school policy will be provided in multiple languages.
- The school will maintain a list of legal aid and community resources.

Staff Training

Annual training will be provided on responding to immigration enforcement requests and supporting students experiencing family separation or related distress.

Legal References

- **California Education Code §§ 200, 220, 234, 234.1, 234.7, 32280**
- **California Safe Place to Learn Act**
- **Title VI of the Civil Rights Act of 1964**
- **Title IX of the Education Amendments of 1972**
- **Family Educational Rights and Privacy Act (FERPA)**
- **Assembly Bill 699 (AB 699): Educational Equity: Immigration and Citizenship Status**
- **California Constitution, Article I, Section 7**

San Diego Cooperative Charter School

PARENT AND FAMILY ENGAGEMENT POLICY

The San Diego Cooperative Charter Schools (“SDCCS” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. SDCCS has distributed the Policy to parents of Title I students by having it posted on the website as well as included in our parent handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

SDCCS strongly believes that parent involvement is key to student’s 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 or families’ level of service to or other contribution to the Charter school.

The SDCCS Board of Directors (“Board”) recognizes that parents and families are their children’s first and most influential teachers and that sustained parent and family involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Charter School Expectations and Objectives^[A3]

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, SDCCS has established the following practices:

1. SDCCS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - By seeking input through surveys, PSA and at School Site Council meetings
2. The site Principal or designee shall work with staff and parents and family members to develop meaningful opportunities at all grade-levels for parents and families to be involved in school activities; advisory, decision-making and advocacy roles; and activities to support learning at home to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

- San Diego Cooperative Charter offers a variety of ways for parents to engage in meaningful ways such as meeting with teachers, attending and participating at project nights or school activities, attending or becoming a PSA or Board member
3. Parents and families shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to do so.
- Parents are encouraged to participate in their child's education through orientation, classroom meetings, email communications, and PSA meetings.
4. SDCCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
- SDCCS is a single school LEA. Therefore, many of our groups and committee's overlap. For example, our PSA, SSC and ELAC groups provide feedback for this policy as well as our LCAP.
5. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
- SDCCS will evaluate the content and effectiveness of this policy through the process already in place for the SDCCS's LCAP where we involve parents throughout creating that plan and look closely at academic achievement annually.
6. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- SDCCS will closely look at the participation of families from various groups and will implement more targeted outreach if the participation of any student group is deemed to be concerning. Targeted outreach may involve phone calls, text messaging, or other communication as well as activities designed to increase engagement and attract more families.

7. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with their children's learning, including engaging with Charter School personnel and teachers.

- SDCCS will look at findings that might be language, technology, or culture related and will make necessary changes to our communication and outreach to have more effective involvement.

8. SDCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter Schools and family interactions.

- SDCCS is a small single school serving over 450 students. A representative parent body must be a manageable size to be a good representative group. We will utilize the following groups to represent the needs of the population adequately:
 - Buenos Dias Coffee (coffee with the Principal)
 - ELAC
 - Parent Surveys LCAP Surveys
 - Feedback from other School-Wide Events

9. SDCCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

- SDCCS's Title 1, Part A is schoolwide thus all family members of the school have children that participate. Our PSA, ELAC, Parent Surveys, and Annual Title Meeting will all provide parents and family members the opportunity to be involved in this School Parent and Family Engagement Policy.

10. SDCCS involves parents in the activities of the Charter School to represent the needs of the population adequately.

- SDCCS works to make sure that all families are invited and feel a sense of belonging in our school community. Communications are translated so that information is easily accessed and ensures that both parents and staff understand each other on multiple levels.

11. The Executive Director shall regularly evaluate and report to the Board on the effectiveness of the Charter School's parent and family involvement efforts including, but not limited to, input from parents, families, and school staff on the adequacy of parent and family involvement opportunities and barriers that may inhibit parent and family participation.

Involvement of Parents in the Title I Program

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

1. SDCCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - SDCC's Title 1, Part A is schoolwide thus all family members of the school have children that participate. Our PSA, ELAC, LCAP, and Parent Surveys will all provide parents and family members the opportunity to be involved in this School Parent and Family Engagement Policy.
2. SDCCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - SDCCS offers a variety of meetings at which parents may be involved in. Our PSA meetings occur monthly on site and on-line. Our ELAC and LPAC meetings occur multiple times throughout the year on-site. Monthly SDCCS holds Board of Directors meetings which are open to all families.
3. SDCCS involves parents of Title I students in an organized, ongoing, and timely way, planning, reviewing, and improving the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - Parents and family members are involved in an organized, ongoing, and timely way in planning, reviewing, and improving programs under Title 1 through the various parent meeting groups listed throughout this policy and through our LCAP process.

4. SDCCS provides parents of Title I students with timely information about Title I programs.

- SDCCS provides information through emails, meetings, ELAC, and newsletters, ensuring that we translate information for all families' access. Our front office staff is welcoming and works hard to include and encourage all families to be involved and welcomed into our community, and this is the foundation for wanting to even engage in the information.

5. SDCCS provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Parents of Title I students are invited to class meetings and conferences where they learn not only about the curriculum but also about their student's strengths and areas for growth. Parents are updated on what is happening in the classroom with a weekly newsletter and a regular Administrative newsletter. Assessment results are distributed and explained to parents at the beginning of the school year and are mailed to parents with the end-of-the-year report card.

6. If requested by parents of Title I students, SDCCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

- SDCCS provides regular opportunities for parents of Title I students to participate in decisions relating to their children's education and to have ample opportunity to collaborate with school staff.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If SDCCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

SDCCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic

achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. SDCCS's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. SDCCS believes in the importance of ongoing communication between parents and teachers through, at a minimum, biannual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

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

1. SDCCS assists Title I parents in understanding challenging state academic standards, state and local assessments, and how to monitor and improve their children's achievement.
 - SDCCS provides translated materials and translation in meetings in order to ensure that all parents are informed about our program and how we are working to meet the challenging academic standards.
2. SDCCS provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

- SDCCS works with Title I parents to ensure they know how to best work with their students at home to support their learning goals best.
3. With the assistance of Title I parents, SDCCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
- Parent participation and engagement is a foundational belief at SDCCS. Our educators work hard to ensure that parents feel welcomed, informed and invited to participate in multiple levels of our educational program.
4. SDCCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in their children's education.
- SDCCS has a counseling program that works with parents to support them and their parenting needs. Our program encourages and invites Title I parental involvement and works to eliminate barriers.
5. SDCCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- SDCCS regularly informs parents of activities and meetings on a platform that can be translated into many languages.
6. SDCCS supports parental involvement activities requested by Title I parents.
- SDCCS supports parental involvement by providing multiple invitations and opportunities for engagement and creating a welcoming environment.

Accessibility

SDCCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

The communication platform can be translated into multiple languages.

San Diego Cooperative Charter School School

Connected Organizations

The Governing Board values the contributions of parents, guardians, staff, and community members who voluntarily organize to support the mission and vision of San Diego Cooperative Charter School. School-connected organizations—such as parent-teacher groups, booster clubs, or foundations—provide meaningful opportunities for families and community partners to enhance student learning and enrich the overall school experience.

Because these organizations operate in connection with the school, they are expected to do so in alignment with state and federal laws, nonprofit regulations, and the policies of the Board. The Board retains ultimate authority over all school operations and fundraising conducted in the school's name. Organizations may not represent themselves as speaking on behalf of the school, staff, or Board unless explicitly authorized to do so.

Each year, organizations connected to the school must submit basic information to the Board, such as current bylaws, a list of officers, and a financial report. If the group is a nonprofit, documentation of nonprofit status will also be required. Fundraising plans should be transparent, equitable, and designed so that participation by families is always voluntary. All funds raised remain the property of the organization until formally donated and accepted by the Board. Once accepted, donations will be used in a manner consistent with the school's goals and equity commitments.

Financial practices must remain separate from school accounts. Organizations are responsible for maintaining their own records and ensuring that contributions do not create inequities among students or programs. Activities should promote inclusivity and ensure that no student is excluded from opportunities due to a family's inability to contribute financially.

The school's name, logo, and facilities may be used by organizations only with prior approval from the Executive Director or designee. When facilities are used, the organization must comply with school procedures and will assume responsibility for any associated costs or liability.

The Executive Director or designee will monitor compliance with this policy. Suppose an organization fails to operate within the expectations set forth by law, policy, or agreement. In that case, the Board may revoke its authorization to function in connection with San Diego Cooperative Charter School.

San Diego Cooperative Charter School

Promotion/Retention Policy

At SDCCS, we are committed to providing a progressive and developmental learning environment that nurtures the potential of each student. Our Promotion and Retention Policy reflects our dedication to the holistic growth of students, ensuring they are prepared for future challenges while recognizing and addressing their individual needs.

Objectives:

Holistic Development: Our primary objective is to foster the holistic development of every student—academically, socially, and emotionally.

Individualized Approach: We recognize and celebrate each student's unique strengths and challenges. Our policy emphasizes an individualized approach to promote learning at a pace that suits the student's abilities.

Progressive Learning: We believe in continuous improvement and progressive learning. Our curriculum is designed to challenge and engage students, fostering critical thinking, creativity, and a love for learning.

Promotion Criteria:

Academic Performance: Promotion will be based on a student's academic performance. Regular assessments, projects, and examinations will be used to gauge understanding and application of knowledge.

Developmental Milestones: We consider developmental milestones in social skills, emotional intelligence, and extracurricular activities. Students are encouraged to participate in diverse activities to enhance their overall development.

Teacher Assessments: Regular assessments and teacher feedback will be crucial in evaluating a student's progress. This includes classroom participation, collaborative projects, and overall engagement in the learning process.

Parental Input: Parents play a critical role in decision-making regarding retention and promotion. We value the importance of parents as their first and most important teachers.

Retention Guidelines:

Early Intervention: Early intervention strategies will be implemented if a student is identified as facing challenges in any aspect of their development. This may include additional tutoring, counseling, or specialized support.

Individualized Assessments: For students with IEPs, assessments will be tailored to their specific learning goals and accommodations outlined in their Individualized Education Plans. Progress will be evaluated based on these individualized criteria.

IEP Progress Monitoring: Students' progress with IEPs will be monitored regularly, with input from special education teachers and related service providers, to ensure they are making meaningful strides toward their individualized goals.

Parental Involvement: We recognize the importance of parental involvement in a child's education. Regular communication between teachers and parents will be encouraged to address concerns, share progress updates, and collaborate on strategies for improvement.

Appeal Process:

In the event of a retention decision, parents have the right to appeal. An appeal process will be established, allowing parents to present additional information, assessments, or any other relevant documentation that may impact the decision. Ultimately we give parents the ability to request grade level promotion.

Continuous Improvement:

This policy will be regularly reviewed and updated to ensure its alignment with the evolving needs of our students and the educational landscape. Feedback from parents, teachers, and students will be actively sought to enhance the effectiveness and fairness of the promotion and retention process.

At SDCCS, we are committed to creating an inclusive and supportive learning environment that empowers students to reach their full potential. This Promotion and Retention Policy exemplifies our dedication to providing a high-quality education beyond academics, fostering the growth of well-rounded individuals prepared for success in an ever-changing world.

