

2015-16

Stallworth Charter School



Policies, Procedures, and Student Conduct Code

TK through Grade 8

*Accredited by Western Association of Schools and
Colleges*

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Table of Contents

	Page
Vision, Mission and General Information	3
Safety Policies and Procedures	6
Student Responsibility and Parental Liability.	9
General Classroom Policies and Procedures	12
Health Issues	18
Disciplinary Procedures and Possible Consequences.	21
Absences and Excuses	30
Bus Polices	33
Appropriate Clothing	37

VISION

Promoting a Professional Learning Center (PLC) that encourages students to become lifelong learners and socially responsible adults that benefit their families and their community through education and recreation.

MISSION STATEMENT

To produce students who will be academically sound and socially responsible, while embracing the rapid environment changes and diversity of the 21st Century.

ACCREDITATION

Dr. Lewis Dolphin Stallworth Sr., Charter Schools, Inc. has its initial accreditation which will run through June 30, 2014

Western Association of Schools and Colleges (WASC)
Accrediting Commission for Schools
533 Airport Blvd., Suite 200, Burlingame, CA 94010
Phone (650) 696-1060

GENERAL INFORMATION

Dr. Lewis Dolphin Stallworth, Sr., Charter Schools, Inc. (DLDSSCSI) is chartered by the Stockton Unified School District (SUSD). This policy and procedures manual will follow the guidelines of our charter and of the State of California Educational Codes.

Procedures are guidelines developed by DLDSSCSI staff for consistent operation of DLDSSCSI. They are subject to change.

ADMISSIONS REQUIREMENTS

This section is presented to conform with Education Code #47605(5) (H), which requires a description of admission requirements.

DLDSSCSI shall not discriminate against any student based on race, color, sex, national origin, sexual orientation, or disability. In accordance with Education Code Section 47605(5) (H), DLDSSCSI shall admit all students who wish to attend, up to DLDSSCSI's enrollment limit. DLDSSCSI shall be non-sectarian and non-discriminatory in all areas of operation and will not charge tuition.

DLDSSCSI will recruit a diverse population of students residing within the community of the San Joaquin Valley. Those students currently enrolled in private/parochial schools, students and families who are not satisfied with their public school options, and those

who understand and value our mission and are committed to our instructional and operational philosophy are welcome to seek admission for their children to DLSSCSI. DLSSCSI's recruitment strategy will target students directly, announcing the program through after-school programs and sport activities, by placing advertisements in the local papers and will receive recommendations from teachers and counselors of students who would benefit from DLSSCSI's model.

As part of the application process, students and parents/guardians will be expected to attend an orientation session to learn more about the philosophy, goals, and objectives of DLSSCSI and to discuss their reasons for seeking admission. The orientation is not designed to disqualify an applicant, but the requirement helps to ensure that families and their children are seriously interested in attending DLSSCSI.

DLSSCSI will provide admissions priority to the following students:

- *DLSSCSI's* School Project founding families (not to exceed 20%)
- Children or wards of *DLSSCSI* staff members;
- Siblings of students currently enrolled or wards of their parents;
- Youth referred to *DLSSCSI* by The District.

If the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to DLSSCSI through a random public lottery, or placed on a waiting list (respecting the admissions priorities stated above). Siblings of children whose names are drawn will automatically be given the next enrollment slot in order to help keep families together.

Parents of students admitted to DLSSCSI are expected to attend an orientation session to review the policies and expectations of DLSSCSI. DLSSCSI will work to ensure that all families understand these policies and expectations and are aware of ways to be involved in DLSSCSI's operations and decision-making process. Each family will be given a handbook that includes school rules and regulations.

Admission policies are under the preview of the Board of Directors. As noted above, students and their parents/guardians must complete and application and submit it directly to DLSSCSI. All students will be required to attend an orientation prior to the opening of DLSSCSI year. Parents and students will be required to sign an agreement stating that they will abide by DLSSCSI policies on academics, attendance, and conduct. In accordance with the California State Education Code 47605 (d)(2), a random public drawing shall be used when admissions requests exceed the available space.

Admission to DLSSCSI will be given to students whose parents or guardians fill out an application, and there is available space. The only exception to this procedure is if the applicant is an IEP student who has need of more than three (3) resource classes. These students can sign up for DLSSCSI and then the application will be submitted to the Stockton Unified School District Special Education Department and they will make the

determination if that student is eligible to attend DLDSSCSI. Admission can only be given to students who have mild or moderate needs for resource classes per day.

All students need to have a birth certificate, an up-to-date immunization record, a proof of address with parents/guardians name on a monthly utility bill, a report card or transcript to enroll. Kindergarten students must have a physical exam and report it on the health check-up form or fill out health waiver, and an oral examination form. Preference for admission to DLDSSCSI is given to those students previously enrolled at DLDSSCSI, children of the staff, or siblings of students already enrolled.

CONFERENCES WITH PARENTS AND STUDENTS TK, KINDERGARTEN – EIGHTH GRADE

Students must accompany the parent/guardian to meet with their teacher a minimum of one time per reporting period. Progress reports and conferences will also be utilized to assure good communication regarding achievement.

SPECIAL EDUCATION

A student identified as Special Education must have an IEP that is an approved method of instruction. If a student comes to DLDSSCSI with that provision already written into the IEP, DLDSSCSI will place the student with a regular teacher and also refer the student to the Special Education Teacher for consultation. If a student enrolls without that provision in the IEP, DLDSSCSI's Special Education teacher will meet with the SUSD within the first 30 days to determine whether DLDSSCSI will meet the needs of the student.

If you have reason to believe that your child has a disability which requires special services or accommodations, bring this to the attention of your child's teacher. Your child can be evaluated to determine whether he/she is eligible for special instruction or services. If the required services do not fit the DLDSSCSI setting, the parents will need to enroll the child in a more traditional program that can better meet the needs of their child.

COMPLAINT PROCEDURES

If there is a problem that a parent or student wants to have solved, the correct procedure is to:

1. Discuss the problem with the teacher and try to resolve the situation.
2. File a written complaint with the administration. Be specific about details – time, place, people involved, and what the resolution attempts have been up to this point. The administration will investigate and verify the details of the situation described in the report.
3. Meet with administration to discuss resolution of the problem.

4. If a resolution is not agreed on, the written complaint along with a report from the administration will be forwarded to Executive Director. If a resolution is still not agreed on, the written complaint will be forwarded to the Board of Directors. The decision made by the President in consultation with other members of the Board of Directors will be final.

The tone of all parties must be respectful. All procedures will be handled as confidentially as possible. Complainants will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.

SAFETY POLICIES AND PROCEDURES

This section meets the requirements of Education Code #47605(5) (F), which requires a description of the procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee of DLSSCSI furnish the school with a criminal record summary as described in Education Code #44237. Also, these procedures address safe housing and employee clearance for tuberculosis.

DLSSCIS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies will be incorporated and will be reviewed on an ongoing basis with the school's insurance carriers and at a minimum address the following topics:

- DLSSCSI adheres to California laws, including fingerprinting, and prohibition regarding the employment of any person who has been convicted of a violent or serious felony. Each employee must furnish a Mantoux T.B. skin test clearance and documents for U.S. employment authorization. DLSSCSI requires that each employee submit a criminal background check and furnish a criminal record summary as required by Education code Section 44237.
- DLSSCSI functions as a drug, alcohol, and tobacco free workplace. DLSSCSI will maintain a drug, alcohol, and tobacco free environment through intervention and disciplinary action. Any student found in position of, or under the influence of illegal drugs, alcohol, or tobacco, will be disciplined according to school policy. Any student who is found selling drugs or alcohol will be expelled from school.
- DLSSCSI teachers and staff are mandated reporters for suspected child abuse. The procedure for each mandated individual will be to file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet the appropriate

authorities accordingly. Staff will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

- First Responder Emergency Response Training.
- Blood-borne Pathogens Contact Prevention.
- Response to Natural Disasters and Emergencies, including Fires and Earthquakes.
- Responding to Emergencies on Field Trips.

EARTHQUAKE/DISASTER DRILLS

Disaster drills will be conducted on regular basis. Students will be made familiar with the “duck and cover” technique. A disaster drill commencing with the “duck and cover” routine will initiated by an announcement by the administration. Staff and students will hear “This is an emergency drill. “Duck and cover”. During this drill the teacher will turn off lights and have student get under a desk or table or against a wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” technique immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous or when the shaking stops, teachers will proceed with their students to the evacuation sight or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, student are to drop immediately to the ground, away from trees and power lines, and cover their head with their hands. Students are to remain in that position until given additional instructions.

In case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation.

For safety purposes, students are not to leave classrooms, except by permission of a teacher or staff member. If there is a chemical spill, the teacher/staff member must make sure that all doors, windows and vents remain closed. DLSSCSI site maintenance staff will turn off the gas. All floating staff members (i.e., yard/hall monitors, teacher assistants, security, maintenance and janitorial staff) will report to the office for assignments such as, searching offices, bathrooms, and other common areas, including outdoor facilities.

Teachers will stay in their classrooms for the duration of the emergency. In the event of an earthquake or other disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave the school premises until they are given official clearance to do so by the administrative staff.

FIRE DRILLS

Fire drills will be held at least two (2) times a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead their students along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in the classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for the purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the designated staff will attempt to locate the missing student(s). Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “ALL CLEAR” signal.

OTHER DISASTERS

In the case of disaster other than earthquakes or fire, the administrative staff will contact each room, advise staff of potential dangers, and give further instructions. Teachers and students will remain in their classrooms until instructions are received of an “all clear” or an evacuation, unless the teacher perceives that the immediate threat of remaining in the classroom is greater than evacuating to a more safe area.

BOMB THREATS AND OTHER HOAXES

All bomb threats and other hoaxes (i.e., false alarms, 911 calls, etc.) will be taken seriously and at face value. Based on an evaluation of the bomb threat or the hoax, DLDSSCSI will evacuate the building and designated personnel will contact law enforcement and/or fire department and parents. DLDSSCSI will remain evacuated until law enforcement and/or fire department have deemed it safe to return to the building. Students and school staff will not be allowed into the building until the site is officially cleared.

EVACUATION PLAN

An emergency map will be posted in each room and will contain the following information:

- Student/Staff Assembly Areas—inside and outside the building.
- Emergency Student/Staff Evacuation Routes
- Incident Command Center
- Utility Shut-off Locations
- Fire Extinguishers

Whenever the administrative staff has determined that the facility must be evacuated, the designated personnel will verify the name and position of the person placing the alert. Once confirmed, school personnel will give the evacuation code word “SAFE SCHOOL DRILL” at a designated time. Teachers will proceed with their students to the nearest exit indicated on the evacuation map posed for this purpose. Before leaving the room, teachers will make sure they have their class roster with them. Students who are not in a classroom at the time of the signal will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. All floating staff members (i.e., yard/hall monitors, teacher assistants, security, maintenance and janitorial staff) will report to the office for assignment such as, searching offices, bathrooms, and other common areas, including outdoor facilities.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Students are to remain quiet to all teachers to take roll to ensure that all students present. The names of any missing students will be given to office personnel and an individual will be assigned the task of finding any missing students. Students must remain with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “ALL CLEAR” signal.

In the event students cannot return to the building, the administrative staff will notify parent/guardian and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by parent or other adults listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

STUDENT RESPONSIBILITY AND PARENTAL LIABILITY

Learning self-discipline is an important part of a student’s education. All students of DLSSCSI must conduct themselves in a manner that demonstrates positive character traits of honesty, respect for others, self-reliance, independence, integrity, and kindness. Parents are encouraged to teach the above character traits.

While in the classroom or participating in school-sponsored events the following are unacceptable behaviors that may lead to suspension and or expulsion:

1. Dress that does not meet the school's dress code policy
2. Unauthorized use of electronic or mechanical devices including iPods, MP3s Players, CB radios, cellular phones, laser pens, boom boxes, Walkman's, game boys, portable DVD players, lighters, etc.
3. Disruptive behavior (throwing items, singing, dancing, rapping, talking while instruction is being given, etc.)
4. Insubordination (i.e. not following directions, refusal to work or participate in class activities)
5. Profanity/obscenities
6. Unauthorized use of computer technology
7. Gambling
8. Fighting, threatening, physical aggression, bullying
9. Defacing/destroying school or private property
10. Theft or attempted theft
11. Possession of weapons, firearms, look-alike weapons, explosives, fireworks, etc.
12. Sexual harassment or discrimination based on race, color, sex, disability, national origin, ethnicity, or religion
13. False alarms, bomb threats, 911 calls, threats against persons, hoaxes

Parents/Guardians are liable for all the damages caused by the willful misconduct of their minor children which results in death or injury to other students, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the student and willfully not returned. Parents'/guardians' liability may be as much as \$10,000 in damages and another maximum of \$10,000 for payment or reward, if any. [E.C. 48904] DLSSCSI may withhold grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of volunteer program in lieu of payment money. [E.C. 48904]

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of DLSSCSI day with your child. [E.C. 48900.01]

SEXUAL HARASSMENT

Students in grades 3 through 8 may be suspended or expelled for sexual harassment. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which interfere with an individual's performance at school and/or creates an intimidating, hostile, or offensive educational environment. Students who believe they have been harassed or have witnessed sexual harassment are encouraged to report it immediately to a teacher or the office staff. [E.C. 48980, 48900.2, and 212.8]

REASONABLE SEARCH

DLDSSCSI school officials (Director, Principal, or Dean) or designee may conduct a reasonable search of a student (including backpack, purse, bag, locker, or vehicle) if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. To be reasonable, suspicion must be based upon specific, articulate, objective facts, and any rationally derived inferences that would lead a reasonable person to suspect that an individual is in position of a weapon or other contraband while on school premises or in connection with school activities.

School officials or law enforcement officers may conduct random checks of groups of individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner (e.g., on all people passing through a designated area in hallway or on every third person entering an athletic event).

When conducting a search of a student's person, the person conducting the search will be of the same sex and the student being searched. A second adult of the same sex as the students being searched will also be present. In no instance shall a school employee conduct "strip searches."

DRESS CODE (see examples pp 37-39)

Students should wear clothing that is appropriate and in good taste. DLDSSCSI staff is the sole determiner of what is or is not appropriate. If a student arrives for an activity inappropriately dressed, the staff has the options of:

- Sending the student home to change or requesting the parent to bring a change of clothing.
- Offering clothing that is appropriate.
- Giving the student the opportunity to modify his/her appearance.

If there are economic problems which make it difficult to comply with the required dress code, discuss the need for assistance with one of the administrators. [E.C. 35183]

See Uniform Guidelines. Dress should always be modest and in good taste and that eliminates:

- Clothing with pictures or words that are vulgar, culturally insensitive, related to drugs, sexual in content
- High heels
- Clothing that is revealing. This includes see-through materials, bare midriffs, low tops, low pant bottoms, sagged pants. No part of any underwear should ever be showing. No skin should show between tops and bottoms.
- Clothing related to gang activity
- Clothing that is dangerous. No spikes, chains, studs, etc.
- Piercings (other than ear piercing)

- Tattoos
- Hairstyles or any other feature that is out of the ordinary and may draw attention to the style and away from learning. This includes any hair or item that obscures any part of the face except the forehead.

All students participating in school activities should be appropriately dressed. Clothing appropriate to the activity may include closed shoes for sports, appropriate jacket or hat for outdoor activities, or an outfit that can be easily washed if the activity (i.e. art) may soil the garment.

Physical Education Attire

- PE clothes are to be kept inside a bag or backpack when not being worn
- Tennis or athletic shoes are necessary for PE
- Shorts and T-Shirts may be worn only in PE
- Sweats (tops and bottoms) may be worn for cold weather, only during PE class

GENERAL CLASSROOM POLICIES AND PROCEDURES

Students who do not comply with DLSSCSI regulations may be placed on probation and excluded from field trips, and other enrichment activities.

- Students should use the restroom before or after class. Kindergarten and first grade students who need to use the restroom during class will only be allowed to do so with a supervising adult.
- All students on campus are expected to either be in a class or in a meeting with a teacher, counselor and or administrator. Students will always be under the direct supervision of their teacher or a teacher designee.
- Students will not be allowed to leave campus without a parent, guardian or designated person who is authorized to pick up child(ren) from facility.
- Good behavior is always a requirement. No rough play, swearing, bullying, or name-calling will be allowed before, during or after school.
- The facilities used for classes are public property. Students are expected to respect this property by cleaning up after themselves and taking care not to damage property.

ELECTRONICS USE

There are computers and other technology equipment available for student use in the classrooms. No objectionable material will be allowed during computer use. Caution should be taken to avoid misuse of the equipment or unintentional inappropriate material being displayed on the computer screen. Before using the equipment, a student must read the technology agreement and agree to its conditions as listed in the student application.

TK-8 students will have rules posted by the computers; all students will sign a contract in order to use the equipment. All the rules for electronic use are in effect in the learning center. Computers are to be used for educational purposes – research, programmed learning, learning games. They are not to be used for recreational games.

FIELD TRIPS

Field trips should be an important part of the education of each child. Parents should investigate the community resources and arrange experiences for their children that support their learning. When traveling; learning experiences should be incorporated into the trip—reading maps, figuring gas mileage, visiting historical landmarks, museums, and etc.

School sponsored field trips will be scheduled per school request. If at all possible it would be good if parents could accompany their children on the field trips not only to assist to help with supervision, but also to enhance educational discussions at home. The following guidelines will help to make student field trips a positive learning experience:

- Students should sign up for the trips that would accommodate their schedule.
- Students and parents/guardian must sign and complete the field trip permission slip pertaining to the particular trip.
- If a student comes to school without a signed field trip permission slip and assuming that there is space available, a signed permission slip or a verbal agreement over the phone with the main office staff must be complete before the student will be allowed to attend the field trip.
- Supervising teachers may assign a required follow-up activity to be turned in to the teacher.

GRADE ADVANCEMENT

If a student is performing well above his/her grade level, DLSSCSI encourages parents to seek out assistance in understanding the best course of action for their child. Parents should understand that a large percent of all students score above grade level and that any standardized test score is not accurate when it places a student two years or more above his/her grade level. A truly gifted child needs to have in-depth enrichment learning experiences, which means extra research, projects, competitions, etc. That usually does not mean acceleration into the next grade. Skill areas (reading, math, writing, etc.) need to be presented at their instructional level but content (i.e. 4th grade California History) should remain at the chronologically appropriate age. However, upon request from a parent to advance a student to a higher grade level, the following factors are considered [E.C. 48070]:

1. Academic Achievement (in the top 1-2 percent as determined by standardized testing)
 - Standardized testing to determine current ability level of student in the areas of reading, spelling, mathematics, and others as determined necessary
 - Teacher evaluation of ability, interest, and motivation

- Student support issues such as special education or LEP
2. Social and Emotional Maturity
 - Communication skills
 - Social adaptability
 - Emotional stability
 3. Physical Maturity
 1. Age
 2. Size
 3. General health
 4. Educational History
 - Strengths and weaknesses
 - Grades

THE PROCESS FOLLOWED FOR PLACEMENT INCLUDES:

1. The teacher discusses the advantages and disadvantages of accelerated placement and how they apply to the child.
2. The Principal makes a determination based on the four above stated factors. Special consideration will be given to what is in the best educational interest of the student.
3. The Principal prepares and presents a written recommendation for grade advancement to the Board for action.
4. The parent is notified of the Board decision. Parents may appeal the Board decision by presenting new data and/or information at the next regularly scheduled Board meeting.
5. If approved, the decision for grade advancement will be reviewed every four months by the Principal to determine if it is still in the student's best educational interest.
6. If not approved or appealed, the parent may make another formal request in the next school year or after nine months (whichever is longer).

GRADE RETENTION

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement. If these conditions do not occur, retention procedures will be followed. What is in the best interest of the student will always be the determining factor. The final decision of whether to retain or not will be made by the teacher in consultation with the Principal. [E.C. 48070.7]

When a teacher suspects that a student may not be ready to advance to the next grade, he/she shall form a Student Study Team to assess the needs of the student. A Retention Considerations Form A: Findings of Student Study Team report will be completed that documents standardized testing scores and analyzes academic, social, and emotional performance of the student. The teacher then develops an action plan to avert retention. The action plan will be discussed with the parent and actions recommended will be incorporated into the lesson plans for the student.

GRADE PLACEMENT

TK-Kindergarten: Students will be admitted to kindergarten at the beginning of a school year or any time later in the same year if the child will have his or her forth/fifth birthday on or before December 2nd of that school year. [E.C. 48000a]

Continuation in Kindergarten: Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional year. [E.C. 488011]

Acceleration from Kindergarten to First Grade: A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Governing Board and with the consent of the parent/guardian, upon determination that the child is ready for first grade work. [E.C. 488011]

Admission shall be subject to the following minimum criteria:

1. The student is at least five years of age.
2. The child has attended a public school kindergarten long enough to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with DLSSCSI district approving the placement in first grade.

GRADING SYSTEM

TK, Kindergarten – 8th Grade

REPORT CARDS

Report cards information **MUST** be submitted to the Principal within the scheduled times indicated on the Master Schedule at the end of each quarter or semester. Grades **MUST** be submitted on the forms provided by administration.

Teachers are required to maintain quarter, semester, and end of year averages in their grade books in the event of a lost report card, which must be duplicated ASAP.

PROGRESS REPORTS

Progress reports will be sent to parents on a timely basis according to the school calendar. Progress reports **MUST** also be submitted to the Principal per the Principal's request.

By the end of the four weeks of a grading period, the teacher shall send a notice of progress report to the parent/guardian of a student whose grade average in any subject is lower than 70, whose grade average is deemed borderline, or whose grade average has dropped significantly.

An evaluation and reporting system will be maintained to assess students' progress in the areas of development, performance and achievement. Such a system is designed to provide both students and parents with information concerning the educational performance and progress of the student. The basic consideration for evaluation is that of assessing the degree of mastery of the California State Standards for the various academic areas and grade levels.

GRADING

General Guideline: An evaluation and reporting system shall be maintained to assess each student's progress in development, performance, and achievement. Such a system is designed to provide both students and parents with information concerning the education performance and progress of the student. The basic consideration for evaluation is that of assessing the student's degree of mastery of the CA State Standards for each subject or course.

Pre-Kindergarten – Eighth Grade will use the school wide rubric to report grades. The following scale will be used for grading:

A. Report cards for grades TK– 8

1. At least once every nine (9) weeks, the school shall give written notice to parents or guardians of students' grades in each subject or course. The notice shall provide for the signature of the parent or guardian and shall be returned to the school. If the notice is not returned, the school shall mail notice to the parent or guardian*.
2. **Numerical grades** based on a scale of 0 – 100 to align with rubric shall be used on the report card for all subjects and courses.
 - i. **5-Mastery of Skill (A-, A, A+)** 90-100
 - ii. **4- Proficient of Skill (B-, B, B+)** 80-89
 - iii. **3- Average Knowledge of Skill (C-, C, C+)** 70-79
 - iv. **2-Below Average Knowledge of Skill (D, D+)** 69-60
 - v. **1. Far Below Average Knowledge of Skill (D- or below)** below 57 is failing
3. **Conduct grades** shall be reported for each subject area using the following scale:

E = Exceptional
S = Satisfactory
N = Needs improvement

U = Unsatisfactory
I = Incomplete

Variations in procedures and academic achievement level expectations for awarding grades to students with disabilities shall be determined by the school administrator and shall be included in the student's Individual Education Plan (IEP).

In assessing students who are **Limited English Proficient** for mastery of the CA State Standards, the school shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but are not limited to assessment in the primary language, assessment utilizing ESL Grading System: School personnel shall maintain effective communications with the parent or guardian. This shall be accomplished by:

B. Report cards for grades 2– 8

4. At least once every nine (9) weeks, the school shall give written notice to parents or guardians of students' grades in each subject or course. The notice shall provide for the signature of the parent or guardian and shall be returned to the school. If the notice is not returned, the school shall mail notice to the parent or guardian*.
5. **Numerical grades** based on a scale of 0 – 100 shall be used on the report card for all subjects and courses.
6. **Conduct grades** shall be reported for each subject area using the following scale:

E = Exceptional
S = Satisfactory
N = Needs improvement
U = Unsatisfactory
I = Incomplete
7. Excused or unexcused absences shall be recorded on the report card.
8. If, in any subject a student receives a grade equal or less than 70, the grade notice shall state the need for a conference between the appropriate teacher and the parent/guardian*.

* = This requirement does not apply to a student who is married, an emancipated minor or an adult living alone.

C. Nine Week Grades

1. Grades for each reporting period shall be determined by a combination of daily grades, major exams and/or projects.
2. In grades Tk – 8, a major exam shall be administered at the end of each grading period in each subject area on the dates designated by the school.

3. A student must be enrolled at least fifteen (15) school days of the designated nine week grading period in order to be eligible for a nine week grade. There will be no early withdrawals during the last weeks of school.

D. Semester Grades

1. Each semester grade shall determined by averaging the two nine week grades.
2. Unless credit is awarded by the attendance committee or regained in accordance with the school policy, a student shall not be given credit for a class if the student has not attended for at least 90% of the given semester

IDENTIFICATION CARDS

Each student will be issued a student identification card for DLDSSCSI school use. It will include a photo ID, name, grade and year. It should be carried with you when you come to class or into the office. 2 uses of the card will be:

1. Checking in and out textbooks, and other instructional materials.
2. Admission for other activities throughout the year.

HEALTH ISSUES

Immunizations: You may find it convenient to have your child immunized at the same time that the physical examination is conducted. You may wish to investigate the pros and cons and options of immunizing your child. DLDSSCSI strongly recommends that you discuss these with your doctor prior to embarking on an immunization plan. Immunization services may be available to you at no cost through the Child Health and Disability Prevention Program. Immunizations must be up-to-date before admission to any K-8 school program is granted. To enter or transfer into any public or private K-8 school, children under the age of 18 must have immunizations as outlined below.

<i>VACCINE</i>	<i>REQUIRED DOSES</i>
Polio	4 doses at any age, but...3 doses meet requirements for ages 4-6 if at least one was given on or after the 4th birthday; 3 doses meet requirements for ages 7-17 years if at least one was given on or after the 2nd birthday
Diphtheria, Tetanus, and Pertussis Age 6 years and under (Pertussis is required) DTP, DtaP or any combination of	5 doses at any age, but...4 doses does meet requirements for ages 4-6 if at least one was on or after the 4th birthday

DTP or DtaP with DT (tetanus and diphtheria)	
Diphtheria, Tetanus, and Pertussis Age 7 years and older (Pertussis is not required) Td, DT, or DTP, DtaP or any combination of these	4 doses at any age, but...3 doses meet requirements for ages 7-17 years if at least one was on or after the 2nd birthday. If last dose was given before the 2nd birthday, one more (Td) dose is required
7th grade Td booster	1 dose not required but recommended if more than 5 years have passed since last DTP, DTaP, DT, or Td dose
Measles, Mumps, Rubella (MMR) Kindergarten 7th grade Grades 1-6 and 8-12	2 doses* both on or after 1st birthday 2 doses* both on or after 2nd birthday 1 dose must be on or after 1st birthday
Hepatitis B Kindergarten 7th grade	3 doses 3 doses**
Varicella Kindergarten	1 dose on or after 1st birthday or health care provider documented varicella disease or immunity
Grades 7 - 12	(AB 354) effective July 1, 2015
Tdap	booster shot*** will protect against pertussis (all current 6 – 8 grades)

*Two doses of measles-containing vaccine required. One dose of mumps and rubella-containing vaccine required; mumps vaccine is not required for children seven (7) years of age and older.

** Two doses of the 2-dose formulation given at age 11-15 years along with provider documentation that the 2-dose formulation was used for both doses will also fulfill this requirement.

***All students entering 7th – 8th grade in the coming school year (2015—2016) must have proof of a Tdap booster shot. This means that ALL current 6th –8th graders must get up to date now.

All Schools will turn away students who are not up to date beginning July 1, 2015.

The law allows (a) parents/guardians to choose exemptions from immunization requirements based on their personal beliefs, and (b) physicians of children to elect medical exemptions. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct a problem). See the back of the blue California School Immunization Record for instructions and the affidavit to be signed by parent/guardians electing the personal beliefs exemption. For children with medical exemptions, the physician’s written statement will be stapled to the CSIR form. If an outbreak of communicable disease occurs, the non-immunized student will be excluded

from activities for his/her own safety until health officials give a clear signal.

K-1st Physical Examinations: Good health is important in your child's academic success. State law requires that for each child enrolling in the first grade, the parent must present a certificate, signed by a physician, verifying that the child has received a physical exam within the last 18 months. You may file with DLSSCSI a written objection or waiver stating the reasons if you are unable to obtain such services. Your child may be sent home if you fail to provide the certificate or waiver, or if your child is suspected to be suffering from a contagious disease.

Medications: If your child must take medication during the course of school activities and needs assistance from school personnel, DLSSCSI must receive a written statement from the physician detailing the method, amount, and time schedules by which the medication is to be taken; and the parent must submit a written statement indicating his/her desire that DLSSCSI assist his/her child in taking the medication; and parents must sign a release statement. If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify DLSSCSI of the medication being taken, the current dosage, and the name of the supervising physician. [E.C. 49480] All medications must be turned into the office.

Mandated Reporters: All staff members of DLSSCSI are mandated reporters. If a staff member has any suspicions about possible abuse or neglect of a child, they are required by law to report their suspicions to Child Protective Services.

NO CHILD LEFT BEHIND (NCLB) ACT OF 2001

DLSSCS complies with all federal, state, and district regulations and guidelines pertaining to the *No Child Left Behind Act*. For information on *No Child Left Behind* go to <http://www.ed.gov/nclb/overview/intro/index.html> or <http://www.cde.ca.gov/>.

PARENT PARTICIPATION

Parents/guardians are welcome in the classrooms and/or on campus at any time during regular school hours unless extenuating circumstances exist that would preclude them from being on school premises. Parents/guardians must first sign in at the Office.

Parents have the right to examine their children's records. When a student transfers to another school, those records will be sent to that district.

SUPERVISION OF STUDENTS

Whenever possible, parents should accompany their children to classes, field trips, and activities. The activity and lesson should be reviewed and learning reinforced at home.

CLOSED CAMPUS

The campus is closed. Therefore, students are not permitted to leave without a parent or designee. Parents are responsible for turning over supervision of their children to a staff member. If a teacher has not arrived at an activity or class site, the parent must remain with the student until a staff member arrives. Parents also need to instruct their children to be within view of a staff member at all times.

DISCIPLINARY POLICIES AND PROCEDURES

SUSPENSIONS AND EXPULSIONS

Students may be suspended from school activities by the principal for up to ten (10) days of activity for infractions of the discipline code and Grounds for Suspension listed in State Education Code 48900. For more serious offenses as defined State Education Code 48915, the administration will ask the Governing Board to expel a student from DLDSSCSI.

The suspension and expulsion policy conform with the Education Code #47605(5) (J), which requires a description of the procedures by which pupils can be suspended or expelled (and a description of any appeal process).

The approach of DLDSSCSI is to lead the child towards self-discipline. We try to avoid spending unnecessary time responding or reacting to behavior problems. DLDSSCSI method addresses the need to effect change towards positive behavior through lesson planning or teaching.

In DLDSSCSI, the child's opinion is respected and the child is encouraged to share his or her views. Children want to follow procedures if the adult clearly defines the procedures and then invite the child to assume responsibility for his or her behavior. Assuming responsibility for behavior is to understand and accept the consequences of violating the procedures.

A written remediation plan (the pyramid of intervention) will clearly describe progressive disciplinary measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, and provisions for a student's continued education while suspended. Students who present an immediate threat to the health and safety of others may be suspended or expelled.

A student may be suspended or expelled for any of the acts enumerated in this handbook. These acts are related to school activity or school attendance that occur at any time, including, but not limited to, during, or while going to or coming from, or a school-sponsored activity.

ZERO TOLERANCE POLICY

DLSSCSI has a “Zero Tolerance” policy for weapons and drugs/alcohol. It requires the help of all students, staff, and parents to maintain a safe and orderly campus/learning environment. DLSSCSI expects all parents to encourage their sons or daughter to report weapons or drug/alcohol violations to a staff member. All information will be dealt with in strict confidence. By working together as a school community, we can support a positive learning environment.

SUSPENSION (CA EDUCATION CODE 48900-48926)

Repeated serious violations of the Education Code will result in the student being suspended from school. These violations include:

1. Fighting (including participating, threatening, encouraging, intimidating, and harassing)
2. Possession of a dangerous object or anything that look like a dangerous object
3. Using, possessing, or selling drugs or alcohol or any drug paraphernalia
4. Stealing or destroying property or possessions, including graffiti and/or vandalism
5. Consistently interrupting school or classroom activities
6. Sexually harassing other students or name-calling
7. Continuously displaying profanity or using vulgar language
8. Robbery or extortion, or receiving stolen property
9. Truancy or excessive tardiness
10. Displaying or participating in hate violence

When all attempts at correcting a student’s behavior have proven unsuccessful, and /or after repeated offenses resulting in student suspensions, or in case of extreme, unsafe behavior as addressed in the California Education Code, a student may be recommended for expulsion from DLSSCSI.

EXPULSION [CA EDUCATION CODE 48900-48926]

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of DLSSCSI are required by law to suspend from school, and shall recommend expulsion from the school for the following offenses:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, weapon, explosive, or other dangerous object of no

- reasonable use to the pupil
3. Unlawful possession of any controlled substance
 4. Robbery or extortion
 5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee
 6. Possessing, selling, or otherwise furnishing a firearm
 7. Brandishing a knife at another person. As used in this section, ‘knife’ means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing,
 8. Unlawfully selling a controlled substance
 9. Committing or attempting to commit a sexual assault

PROCESS FOR SUSPENSION AND/OR EXPULSION

The following steps will be taken in the event of a suspension or an expulsion.

1. **Informal Conference.** Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student’s parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without conference, the parent will be notified of the suspension and a conference will be requested as soon as possible.
2. **Notices to Parents.** At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If a DLSSCSI official wishes to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and those violations of school rules can result in expulsion from DLSSCSI.
3. **Length of Suspension.** The length of suspension from students may not exceed a period of ten (10) continuous days unless an administrator’s recommendation has been made and agreed to by the student’s parent. If a student is recommended for a period of suspension exceeding the ten (10) continuous days, a second conference will be conducted with the parent to discuss the progress of the suspension upon the completion of the tenth day of suspension.

DLSSCSI will follow the guidelines of Education Code 48915(c) and may immediately suspend and recommend for expulsion any students who possesses, sells or furnishes a firearm, brandishes a knife at another person, unlawfully sells a controlled substances, or commits or attempts to commit a sexual assault or sexual battery. Expulsion may be recommended for causing serious injury to another person, except in self-defense, possession of any knife, explosive, or other dangerous object, robbery or extortion, assault or battery upon any school employee. When other means of correction have failed to bring about proper conduct or there exists a continuing danger to the physical safety of

the pupil or others, expulsion will be recommended for repeated threats of violence, damage to school or private property, stealing or acts of harassment.

DLSSCSI will send written notification of the student expulsion to the parent/guardian of any student expelled. This notice will contain the following:

1. The specific offense committed by the student for any of the acts listed in “Grounds for Suspension/Expulsion.”
2. Notice of the parent/guardian’s obligation to inform any new district in which the student seeks future enrollment.

EXPULSION HEARING

Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after a school administrator determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board of Directors. Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

1. Date and place of the hearing;
2. Statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. Copy of the disciplinary rules, which relate to the alleged violation;
4. Indication of the opportunity for the student’s parent/guardian to appear in person at the hearing.

APPEAL OF SUSPENSION/EXPULSION

The suspension or expulsion of a student will be at the discretion of the Director. A parent/guardian may appeal a student’s expulsion within five (5) working days to the Board of Directors. The student will be considered suspended until the appeal hearing and decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present the appeal. The Board of Directors will hear the appeal. An appeal hearing includes the Director, the parent/guardian of the student, the student’s teacher(s) and any other pertinent person, including counsel for the parent/child. The decision of the panel of representatives of the Board of Directors will be final.

In the event of a decision to expel a student from DLSSCSI, DLSSCSI will work cooperatively with the district of residence, county, and/or private school to assist with the placement of the student who has been expelled. Any incident of violent and/or serious behavior will be communicated to the district/school to which the student matriculates.

CONSEQUENCES OF MISCONDUCT

Teachers and other authorities at DLDSSCSI will make appropriate interventions when a student's behavior is disruptive or dangerous. The purpose of interventions is to help the student learn appropriate behavior. For minor violations, a student will receive an initial warning. Additional violations will result in the issuance of disciplines notices.

- For minor disagreements and disputes, students have the option of using “peer mediation” or speaking with a teacher.
- For dress code violations, students have the option of calling home for a change of clothing or may wear other clothing available at the school.
- Change in location—a student may be required to go to the Office or to another class for a specified period of time for various misconducts.

Following the issuance of a **Level 1 Disciplinary Notice**, the following procedures will be followed:

- **Parent Notification**—Parent(s)/Guardian will be notified of student misconduct beyond minor disagreements and disputes.
- **Detention**—A student may be assigned detention. The student's parent(s)/guardian will receive at least one day's notice, and must sign and return the notice to the school acknowledging receipt.
- **Community Service on School Grounds**—The student may receive community service on school grounds during lunch or recess.
- **Field Trip Restrictions**--Student will be restricted from all fieldtrips for three (3) weeks following the issuance of a Level 1 Disciplinary Notice.

Following the issuance of a **Suspension**, the following procedures will be followed:

- Parent/Guardian Notification—Parent(s)/Guardian will be notified of student misconduct beyond minor disagreements and disputes.
- Parent or Guardian/Teacher/Student Conference—At the discretions of DLDSSCSI, a conference with the student, parent(s)/guardian and teacher and/or administrator will be scheduled to discuss the student's progress, problem behaviors, or other issues that have not been resolved at school. The following may result from the conference:
 - **Behavior Contract**—Student, parent(s)/guardian and teacher will create a behavior contract in which the student, with parental consent, agrees to specified behavior.
 - **Restitution**—When possible, the student will be allowed to compensate anyone who has been affected by the student's misconduct. Restitution may take the form of replacement of private property or personal service.
 - **Community Service on School Grounds**—The student may receive community service on school grounds during lunch, after school hours.
 - **Field Trip Restrictions**—A student will be restricted from all fieldtrips for three (3) weeks following the suspension.

Any student who has received a Level 1 Disciplinary Notice or has been suspended, within three (3) weeks prior to a field trip, will not be able to attend that field trip. There is no guarantee that reimbursement for the field trip will be given.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities will not be disciplined in a manner inconsistent with the IDEA and state special education. DLDS/CSI will obey all the IDEA requirements for special education, which includes a “manifestation determination.” A manifestation determination means the evaluation of the relationship between a student’s disability and act of misconduct must be undertaken when a district proposes to take specified serious disciplinary actions such as suspension or expulsion. Only if the district concludes, after performing a manifestation determination review that the misconduct was not related to the student’s disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs, or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability).

The manifestation review is conducted by the district, the parents, and relevant members of the IEP team as determined by the district and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by or had a direct and substantial relationship to the child’s disability; or
2. If the conduct in question was a direct result of the district’s failure to implement the IEP, The suspension/expulsion shall not go forward.

California Department of Education

Prohibition of discrimination, harassment, intimidation and bullying in California Public Schools”

Office of Equal Opportunity July 2015

Where and how to file a complaint of discrimination harassment, intimidation and bullying

The *California Code of Regulations*, Title 5, Chapter 5.1, Section 4600, et seq. establishes Uniform Complaint Procedures to be followed for complaints of discrimination, harassment, intimidation and bullying. The regulations require:

- The local educational agency adopts policies and procedures consistent with California Code of Regulations, Title 5, sections 4600 – 4687.
- The district’s complaint procedure should be published in the student handbook. If not, contact the district office and request a copy of the nondiscrimination policy and complaint procedures, (the policy and process should be similar to the information provided in this brochure.).
- The complaint must first be filed with the school district; follow the directions, steps and time lines in the district’s complaint procedures; if there are questions about the procedures, ask for the name of the person responsible for handling discrimination, harassment, intimidation, and bullying complaints; contact the person for questions and clarification.
- The complaint must be written and can be filed by a student, parent, or interested parties or organizations; it must be filed within six months of the date of the alleged discrimination and/or harassment, or when knowledge was first acquired.
- The district has 60 days to complete an investigation into the allegations and prepare a final written report that is to be sent to the person(s) that filed the complaint; during this process, an opportunity to submit evidence is provided.

If all the steps of the school district’s complaint procedures have been followed and there is disagreement with the decision, an appeal to the State Superintendent of Public Instruction can be made; any appeal must be filed within 15 days of the school district’s final decision on the complaint

To file an appeal, write to:

California Department of Education
 Sharon Felix-Rochon, Director
 Office of Equal Opportunity
 1430 N Street, Suite 4206
 Sacramento, California 95814

- An appeal to the Department should be in writing and signed;
- Include a copy of the school district’s final decision on the complaint,
- An appeal may also be filed with the Department if the school district fails to make a decision on the complaint within 60 days.

Suggestions for students, parents and others when filing a complaint of discrimination and/or harassment.

- Make sure the law applies to the situation that is of concern; some actions by the school district is just not fair, but may not be prohibited by the state law because it does not

constitute discrimination based on the listed protected classes; also the action must also adversely affect the student,

- Explain why it is discrimination and/or harassment; provide as much specific documentation and information as possible,
- Explain what you would like to have happen as a result of the complaint; give your name, address and telephone numbers where you can be reached.

For additional information or concerns contact:

Office of Equal Opportunity
California Department of Education
1430 N Street, Suite 4206
916-445-9174
www.cde.ca.gov

The California Department of Education is committed to and expects school districts to create and maintain a non-discriminatory and safe learning environment.

What the law states:

California Education Code Section 200

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

Penal Code Section 422.55.

"Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- Disability.
- Gender.
- Nationality.
- Race or ethnicity.
- Religion.
- Sexual orientation.
- Association with a person or group with one or more of these actual or perceived characteristics.

California Education Code Section 201.

Provides legislative declarations in support of the policy, such as:

- students in public schools are entitled to participate fully in the educational process free from discrimination ,harassment, intimidation, and bullying,
- public schools are to take affirmative steps to combat racism, sexism, and other forms of bias,
- prevent and respond to acts of hate violence and bias-related incidents in an urgent manner,

- teach and inform students about their rights and rights of others in order to increase awareness and understanding in order to promote tolerance and sensitivity.

California Education Code Section 220.

Prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

California Education Code Section 234

The Safe Place to Learn Act - It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

Section 234.1 requires the following responsibilities of the local educational agencies:

Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics contained in Section 422.5 of the Penal Code and Section 220 of the Education Code and include a statement that the policy applies to all acts related to school activity or school attendance that occurs within a school under the jurisdiction of the superintendent of the school district. In addition, it is to state that school personnel are to take immediate steps to intervene, when safe to do so, if he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

Adopt and implement a complaint process to receive, investigate, and resolve complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics contained in Section 422.55 of the Penal Code and Section 220 of the Education Code. The complaint process shall include, but not limited, to the following

- a. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation or bullying that schools under the jurisdiction of the school district shall follow.
- b. An appeal process provided to the complainant should he or she disagrees with the resolution of a complaint.
- c. All forms developed relative to this process shall be translated pursuant to Section 48985 of the Education Code.

post policies that prohibit discrimination, harassment, intimidation, and bullying in schools and offices, include staff lounges and rooms that hold student government meetings,

- publicize policies that prohibit discrimination, harassment, intimidation, and bullying to parents, students, employees, agents of the governing board, and the general public and the complaint procedures, and how to file a complaint. The information is to be translated according to Section 48985.

- maintain documentation of complaints and the resolution for a minimum of one review cycle
- protect complainants from retaliation, and ensure the identity of a complainant remains confidential.
- designate a responsible local educational agency officer for ensuring compliance with Chapter 5.3 (commencing with Section 4900 of Division 1, Title 5 of the *California Code of Regulations* and Chapter 2 (commencing with Section

ABSENCES AND EXCUSES

The DLDSSCSI believes that regular attendance plays a key role in student achievement. Stallworth Charter recognizes its responsibility under the law to ensure that students attend school regularly. Parent/guardians of children aged six to eighteen are obligated to send their children to school unless otherwise provided by law. Stallworth Charter shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

A student's absence shall be excused for the following reasons:

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family
5. Jury duty
6. For the purpose of serving as a member of precinct board for an election pursuant to Section 12302 of the Election Code.
7. Participation in religious instructions in accordance with DLDSSCSI policy
8. Justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for:
 - Appearance in court
 - Attendance at a funeral service
 - Observation of a holiday of his/her religion
 - Attendance at religious retreats for no more than four hours a semester
 - Employment interview or conference
 - If student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours.

TRUANT PUPILS [Education Code Sections 48260]

Any pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in a school year or tardy or absent for more than any 30-minute period during the school year day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor.

PARENT NOTIFICATION [Education Code Section 48260.5]

Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian.

Elementary Truancy Letter I is sent to the pupil's parent or guardian whose pupil is absent from school for three full days without a valid excuse or has ten tardies.

Secondary Truancy Letter I is sent to the pupil's parent or guardian whose pupil is absent from school for three full days without a valid excuse or has six cuts in any one class.

TRUANT REPEAT [Education Code Section 48261]

Any pupil who has once repeated as a truant and who is again absent from school without a valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor.

Elementary Truancy Letter II is sent to the pupil's parent or guardian whose pupil has accumulated three additional full days of absences without a valid excuse to school's attendance intervention team.

Secondary Truancy Letter II is sent to the pupil's parent or guardian whose pupil has accumulated three additional full days of absences without a valid excuse to school's attendance intervention team.

HABITUAL TRUANT [Education Code Section 4826]

Any pupil is deemed an habitual truant who has been reported as truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate attendance officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil himself, after filing of the reporting required by Education Code Section 48260 and 48261.

Elementary Notice to attend a School/Attendance Review Team Hearing (SART) will be sent to the parent/guardian whose pupil has

accumulated three full days of absences without a valid excuse (total of nine full day absences without a valid excuse).

Secondary Notice to attend a School/Attendance Review Team Hearing (SART) will be sent to the parent/guardian whose pupil has accumulated three full days of absences without a valid excuse (total of nine full day absences without a valid excuse) or eighteen period cuts in any one class. SART contract is required.

VIOLATION OF SART CONTRACT

Elementary/Secondary Students with 12 unexcused absences are in violation of their SART Contract. Human Services Agency will be notified that the student is not attending school regularly (grant will be sanctioned). Student is not a habitual truant

SCHOOL ATTENDANCE REVIEW BOARD REFERRAL

Education Code Section 48263

IF any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to the School Attendance Review Board (SARB)

Elementary/Secondary Child Welfare and Attendance (CWA) Counselors/Liaison will refer all students that have 15 – 18 days unexcused absences to SARB.

ARREST OF TRUANT PUPILS [Education Code Section 48264]

The attendance supervisor or designee, a peace officer, a school administrator or designee, or probation officer may arrest or assume temporary custody, during school hours of any minor subject to compulsory full-time education or to compulsory continuation education found away from his home and who is absent from school without a valid excuse within the county, city, or school district. (Truancy Center detained students)

CONSEQUENCES OF STUDENTS DETAINED AT THE TRUANCY CENTER

- First occurrence: Appropriate Administrative Action, detention, Saturday School, Etc.
- Second occurrence: CWA counselor/liaison sends Notice of SART Hearing to be held at the school site with parents/guardians, SART contract is required.
- Third occurrence: CWA counselor/liaison will refer student to SARB.

INACTIVE ROLL SECONDARY (7—8)

After ten (10) consecutive days of school absence when no legal excuse for absences had been given, the attendance clerk will notify the registrar. The registrar will initiate a “transfer from class to inactive status” form and send it to each of the pupil’s teachers so that the pupil’s name can be removed from the teacher’s roll book. The attendance clerk notifies the CWA counselor when a student is placed on “inactive status.” The CWA sends Notice of School Attendance Review Team Hearing at the school site to parents/guardians. SART contract is required before re-entry. If the student has already been deemed an habitual truant (has a SART contract) that student will be referred to SARB by the CWA counselor.

Note: Education Code 48900 provides that the legislature intends that alternatives to suspension be imposed for truancy, tardies, or other absences.

BUS POLICIES

MISBEHAVIOR ON A SCHOOL BUS

Title 5 of the California Code of Regulations Section 14103

Education Code Section 48900(k)

- Riding the school bus to and from school is a privilege. Students who ride the bus are expected to:
 - Be on time at the bus stop
 - Show good manners at the bus stop. This behavior includes staying near the bus stop area, keeping off private property, not disturbing plants or shrubs. Bus stops are a part of school jurisdiction and all school rules apply.
- Not following the directions of the bus driver; causing a disturbance or creating a dangerous situation because of misbehavior

SCHOOL BUS RULES AND CONDUCT

1. Students must follow the instruction of the bus driver.
2. Students must follow safety procedures.
3. Students must not destroy property.
4. Students must not fight, push or trip.
5. Students must not eat, drink, or litter on the bus.
6. Students must not use unacceptable language.
7. Students must remain seated until the bus arrives at the stop and the bus door is opened. (at your stop)
8. Students must avoid loud talking.
9. Students must not board the bus with any hazardous materials which would include, but not limited to, any object that could be used as a weapon, or any food products that could become hazardous if spilled on the floor of the bus, i.e., snow cones, sodas, ice cream, etc.

The Transportation Department has established a system to deal with misbehavior on school buses. This system provides the bus driver with several options to deal with unacceptable behavior. The bus driver may:

1. Choose to correct students with a verbal warning or directive.
2. Issue an “A,” “B,” or “C” Conduct Report which is addressed to the Principal with copies to the Transportation Department and the child/parent.

In all cases, the Principal in coordination with the transportation director shall have the final authority to determine the extent of the consequences.

“A” CONDUCT REPORT (Notice To Parents)

These are some examples of unacceptable behavior that would result in an “A” Conduct Report. NOTE: The normal progression of consequences is accelerated to the “B” Conduct Report level after the issuance of two “A” Conduct Reports.

1. Any movement OUT of seats while bus is in motion.
2. Creating excessive noises.
3. Littering of any kind
4. Unauthorized closing or tampering of any kind with bus windows.
5. Failure to obey bus driver.
6. Failure to sit in assigned seat.
7. Other violations of a lesser nature.

“B” CONDUCT REPORT (Parental Conduct OR Parental Contact And Conference)

These are some examples of unacceptable behavior that would result in a “B” Conduct Report. NOTE: The normal progression of consequences is accelerated to the “C” Conduct Report level after the issuance of two “B” Conduct Reports.

1. Using other than the student’s regularly designated bus stop.
2. Creating excessive noise. (Screaming, yelling, etc.)
3. Legs, feet and objects obstructing aisle or facing to the rear in seats.
4. Any improper bus stop procedures, e.g., not lining up, rock throwing, playing in street.
5. Tampering with radio or bus controls.
6. Eating or drinking on the bus.
7. Giving improper identification when requested by bus driver.
8. Continued failure to obey bus driver.
9. Failure to remain quiet at all railroad crossings.
10. Other unauthorized or unsafe actions.
11. Continued unacceptable behavior as noted in “A” Conduct Report above.

“C” CONDUCT REPORT (Suspension of Bus Riding Privileges – One Day To Remainder of School Year.)

These are some examples of severe, unacceptable behavior that would result in suspension of bus-riding privileges from one day to the remainder of the school year, depending on the severity of the unacceptable behavior.

1. Fighting on the bus or at the bus stop.
2. Using profanity or obscene gestures.
3. Unauthorized exits from emergency doors, windows, etc.
4. Riding the bus after receiving a “no ride” penalty.
5. Unauthorized opening, closing or tampering of any kind with bus doors.
6. Destruction of property-personal or school.
7. Lighting of matches or lighter.
8. Use of tobacco products.
9. Possession of explosives.
10. Possession of alcoholic beverages.
11. Possession of drugs and/or paraphernalia.
12. Possession of firearms.
13. Knives or sharp objects on the bus.
14. Transporting live animals, reptiles, or insects on the bus.
15. Acts of defiance against the driver’s authority.
16. Endangering life or limb of other people.
17. Continued unacceptable behavior noted in examples of “B” Conduct Report above.
18. Putting any part of the body out of the bust window at any time.
19. Throwing any objects in, out of, or at the school bus.

The school bus driver, by California Administrative Code, is responsible for the appropriate behavior of students on the bus and is instructed by the school district to report any unacceptable behavior to the transportation department. Repeated unacceptable behavior or behavior creating serious safety hazards will cause for suspension of school bus-riding privileges.

THE FOLLOWING CONSEQUENCES WILL OCCUR FOR STUDENT MISCONDUCT ON THE SCHOOL BUS:

“A” CONDUCT REPORT

- Conference with student and site administrator
- Parent will be notified.

“B” CONDUCT REPORT

- Conference with student and site administrator
(Driver optional)

- Parent will be notified
- Optional conference with student, parent, site administrator, and driver, if requested by parent, administrator or driver.

“C” CONDUCT REPORT

- Notification of parent
- Student will be denied bus transportation until parent conference is held between the driver, student, parent, and site administrator. At this conference the length of suspension will be determined.
- Each “C” Conduct Report will result in school bus-riding suspension from one day up to the remainder of the academic year depending upon the severity of the inappropriate behavior.

NOTE: Additional Administrator Action may be taken with each level of conduct report issued (“A,” “B,” “C”)

The policy of the Transportation Department with regard to a serious violation says: “When a “C” Conduct Report is issued, the Transportation Department will inform the parent of the suspension from riding the school bus and instruct the parent to contact the school to arrange for a conference.

“If the suspension occurs on the way to school, the student will be transported to the home stop at the end of the regular school day only on the day that the “C” Conduct Report is issued.”

“If the suspension occurs on the way home from school, the student will be denied transportation the next morning after parent notification.”

In all instances, the Principal in coordination with the transportation director will have the final authority in determining when these requirements have been met and the suspension is to end.

RULES ON PUBLIC TRANSPORTATION

DLDSSCSI students are expected to observe the above rules when riding public transportation. Reported misconduct on public transportation to and from school, or from a school related activity, will be grounds for a student being suspended from school.

**Appropriate clothing for young ladies/girls:
*(young ladies no shorts—Capris only)**



Plaid/Khaki/Navy Skirts



**Navy/Khaki Shorts
(Elementary girls only)**



**Striped-Logo Oxford Shirt
(short/long sleeve)**



**White-Logo Polo Shirt
(long/short sleeve)**



**Navy Blue-Logo Polo Shirt
(long/short sleeve)**



**Khaki/Navy Capri
(knee/calf length)**



Khaki Pants



Navy Blue Pants

**Appropriate clothing for young men/boys:
*(young men no shorts above the knee)**



Khaki pants



Navy blue pants



Khaki/Navy Blue Shorts



**Striped-Logo Oxford Shirt
(long/short sleeve)**



**White-Logo Polo Shirt
(long/short sleeve)**



**Navy Blue-Logo Polo Shirt
(long/short sleeve)**

Inappropriate Clothing Attire that is not acceptable.



**No see through - fish-net tops
or muscle shirts**



No halter tops



No spaghetti straps



No bare midriffs



No mini skirts or pants



No off-the-shoulder tops



**No bandana, do-rags
wave caps or hair nets**



No wearing hats



No sagging



**No profane/vulgar,
discriminatory words/
pictures or reference to
drugs/alcohol**



No back out

A well-serviced uniform program has many proven benefits because it:

- Eliminates peer pressure and competition
- Fosters unity among diverse student populations
- Increases school spirit
- Puts the focus on students' true identities
- Saves families money
- Promotes a school as an important part of their community
- Raises school revenue