



PARENT STUDENT HANDBOK

Dual Language Immersion North County



AUGUST 12, 2020

DLINC

2030 University Drive Vista, CA, 92083

TABLE OF CONTENTS

INTRODUCTION	2
ORGANIZATIONAL STRUCTURE	
<i>DLINC Board of Directors</i>	2-3
<i>DLINC Interim Executive Director</i>	2-3
<i>Principal and Staff</i>	2-3
PRACTICAL INFORMATION	
<i>School Hours and School Calendar</i>	3
<i>Drop-off, Late Arrival and Pick-up</i>	4
<i>Before and After School Care</i>	5-6
<i>Uniform Policy and Friday Dress Code</i>	6
<i>Attendance and Unexcused Absences</i>	6-7
<i>Travel During the School Year</i>	7
<i>Emergency Release Forms</i>	7
<i>Field Trips</i>	7-8
<i>Campus Safety</i>	8
<i>Playground Expectations</i>	8-9
<i>Additional Recess Policies</i>	9
<i>Additional Information</i>	9-10
<i>Cell Phones, Smart Watches, Social Media</i>	10
<i>Snack and Lunch Guidelines</i>	10-12
SCHOOL INFORMATION	
<i>The 90/10 Model</i>	12
<i>English Language Learners</i>	13
<i>Special Education Students and Students with disabilities</i>	13
<i>Health Related Issues</i>	13
<i>Additional Health and Safety Guidelines</i>	13-16
<i>Field Trips</i>	16-17
<i>Integrated Curriculum</i>	17
<i>Homework</i>	17-18
<i>Report Cards</i>	18
<i>Assessments</i>	19
POLICIES AND PROCEDURES	
<i>Student Success Team, Retention and Acceleration</i>	19
<i>Discipline: Restorative Practices</i>	19-20
<i>Harassment, Intimidation, Discrimination & Bullying</i>	20-21
<i>Intervention Process</i>	21-23
<i>Suspension and Expulsion</i>	21-22
<i>Suicide Prevention</i>	22-23
<i>Communication Model</i>	23
<i>To Whom do I Speak?</i>	25-26

INTRODUCTION:

Dual Language Immersion North County (DLINC) is a public charter school authorized by the San Diego County Office of Education. The program serves grades TK-8.

DLINC focuses primarily on second language acquisition in English and Spanish. We use a 90/10 model of instruction so that our youngest students receive the majority of their instruction in Spanish, with English instruction increasing by ten percent each year until third grade, at which time students are instructed in both languages for equal amounts of time.

This handbook contains key information for parents and/or caregivers for the school year listed on the cover page. Additional information – such as DLINC’s enrollment information, parent resources, etc. – can be found at the DLI website (<http://nuacademy.org/>). Additional information about the San Diego County Office of Education can be found at their website (<http://sdcoe.net>)

DLINC is governed by a board of directors:

Amy Armstrong, board member

Brian Belasco, clerk

Ricardo Moran, board member

Nancy Rohland, board member

Norma Sarti, Board Member

Vince Vasquez, president

Dual Language Immersion North County’s Interim Executive Director:

Mallory Goodman Wirth

DLINC’s Principal:

Mallory Goodman Wirth

DLINC’s School Business Administrator:

Tammy Graciano

DLINC’s Site Facilitator

Jessica Ramirez

NUA-DLI’s Support Staff:

Lizeth Gomez Lopez- Supervision, Before School Care, Classroom Aide

Jessica Ramirez- Supervision

Roxana Ramirez- Supervision, After School Care, Classroom Aide

Emily Buchmann- Lunch Service, Office Assistant

Cathie Liborio- Instructional Assistant

DLINC's teaching staff includes 14 teachers:

Cecilia Perez and Lesli De Casas, Kindergarten

Anabel Grinnell, First Grade

Rosario Battles and Juana Valentin, Second Grade

Susie Meredith and Angela Espinosa, Third Grade

Pancho Lopez, Fourth Grade

Isaac Magos, Fourth Grade

Maria Rodriguez, Fifth Grade teacher of record and middle school Spanish

Amy Bonifaz, Sixth Grade teacher of record and middle school English/Drama

Alecia Gough, Seventh Grade teacher of record and middle school Science

Salita Deceus, Eighth Grade teacher of record and middle school Math

PRACTICAL INFORMATION:

School Day Required hours:

Drop Off: 8:00-8:25 a.m.

Classes Begin: 8:30 a.m.

Classes End: 3:00 p.m. grades K-4; 3:10 p.m. grades 5-8

Minimum Day: Fridays

Minimum Day dismissal time: 12:30 p.m. all students

2019-2020 Calendar

First Day of School August 17

Labor Day September 7

Veteran's Day November 11

Thanksgiving (Fall) Break November 23-27

Christmas (Winter) Break	December 21 -January 3
Semester 1 Ends	January 14
No Classes/Teacher Work Day	January 15
Martin L. King Day	January 19
President’s Day Weekend	February 12-15
Spring Break	March 29-April 2
No Classes/Teacher Work Day	May 14
Memorial Day	May 31
Last Day of School	June 4
Promotion	June 7

Drop-off: Drive-Through System

If you plan on dropping your student off using the drive-through, please drive through and drop off your child directly in front of the stop sign between 8:00am and 8:25am. Please do not park or linger in the drive-through area, as this may hold up the line of cars. Also, please do not drop your child off in the red zone or in the middle of a parking lot. After being dropped off, students will proceed to their classrooms, where they will be greeted by their teachers. The children will put away their backpacks, lunches, snacks, etc., and prepare to begin the day promptly at 8:30am. If you plan to walk your child to his or her line or to the building entrance, please park in the parking lot. Also, if you choose to park and accompany your child to the class line or the building entrance, please do not walk down the slope between the parking lot and the playground. Children should always be accompanied by an adult in the parking lot. For liability reasons, please do not let dogs out of cars during drop-off or pick-up.

Late Arrival

If your child arrives at or after 8:30am, you are required to walk the child to the office to sign the child in and to receive a tardy slip. The child will then wait at the classroom door with the slip until the teacher can stop the class to greet the child. Students who accrue 2+ tardy slips per 20-day learning period will have a letter sent home to notify parents of this issue. In the event of 6+ tardy slips per semester, the DLI administration will schedule a parent meeting to develop a specific attendance improvement plan for the student. If excessive tardiness persists, the administration will re-evaluate whether or not a dual language program is appropriate for the family.

Pick-Up Process

Please be timely. Children are to be picked up from the drive through area promptly. If you wish to speak with your child’s teacher after school, please schedule an appointment with her or him. If someone other than a parent or legal guardian is picking up the child, written authorization must be included on the students’ Emergency Contact form.

This year we are staggering our dismissal times. Children in grades K-4 will be dismissed at 3 p.m. and parents must have these students picked up by 3:15 p.m. Students in grades 5-8 will be dismissed at 3:10 p.m. and those students must be picked up by 3:30 p.m. If you have a child in the K-4 group and another child in the grades 5-8 group, the K-4 student will be reunited with their sibling at 3:10 p.m. so that you can pick up both children at the same time. Your younger child will wait with their class until 3:10. Then the big kids will come out and your younger child will be taken to wait with their big brother or sister. Please know that K-4 students who do not have older siblings must be picked up by 3:15. Students in grades 5-8 and their younger siblings must be picked up by 3:30 p.m. If not, the fine is \$1 per minute.

If you choose to greet your child outside, please understand that teachers are unable to have conversations about students at that time. Student safety is our priority during that period of time and we must place our undivided attention on our students.

Before and After School Care

Before and After School Care are available to NUA-DLI students each day from 7-8 a.m., 3-6 p.m. and 12:30-6 p.m. on Fridays only. The cost is \$6 per hour, with an additional \$3 per hour per sibling in a family. This is time during which students complete homework, play games, and read. In the afternoons, students should bring a snack and there is also time to play outside. For more information please contact Isabel Guzman: IGuzman@nu.edu.

Uniforms

An important objective of our school is to create the best possible learning environment for our students. We strive to create a wholesome environment that is conducive to productivity. Our uniform policy consists of the following:

- navy blue or khaki pants, shorts, skirts or jumpers. Please make sure that the blue is navy and there are **no grey pants, shorts, skirts or jumpers**. Also, patterns or prints in these colors are prohibited.
- navy blue, white or grey polo style shirts with collars.
- closed-toe shoes without heels: For the safety of the children, please remember that all shoes must be as flat as possible. Kindergarten children require shoes that they can manage themselves (e.g. shoes with zippers, Velcro, or buckle closures). Shoes with wheels, high heels, platforms, or similar are prohibited.
- socks or tights must be worn.

Leggings must be navy blue, black, gray or white.

Hoodies or any outerwear that a student wishes to wear while in the classroom be navy blue and logo-free.

Note: Our middle school students often refuse to remove their sweatshirts when they are outside. Our blacktop can reach temperatures of 100 degrees. In the interest of student safety, students may not wear sweatshirts outside when it is over 80 degrees.

Friday Dress Code

On Fridays, students are permitted to wear their class T-shirt or any DLI T-shirt with jeans.

Also, please review the following:

- When at school, children's clothing, backpacks, lunch baskets/boxes, and other accessories should not display references to drugs or alcohol; messages of racism, sexism, bigotry, intolerance, and/or violence; slogans; inappropriate language.
- Dress should be conducive to the work and activities of school and **should be weather appropriate**.
- Hats are encouraged when worn **outside** for the purpose of protection from sunburns or cold.
- Perfume and make-up are prohibited in grades K-5.
- Children should wear shorts or leggings under jumpers or skirts at all times.

Attendance

Regular attendance by NUA-DLI students is extremely important for many reasons, including those listed below.

- Regular attendance shows a commitment by the family to the student's education.
- NUA-DLI is accountable for overall student performance. Lower student performance due to a low attendance rate can affect the school as a whole.
- Attendance at school is mandatory by law.

Absences

- **Excused Absences:** A student may be excused from school due to: illness, quarantine, attending a funeral service of an immediate family member, or the observance of a religious holiday or ceremony. A student with an excused absence will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The school principal also has the discretion to excuse a school absence due to a student's circumstances.
- **Unexcused Absences:** all other absences will count as unexcused absences and trancies. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on five occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

Unexcused Absences/Truancy for Classroom Based Attendance

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. In addition, the School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. Students who are

habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School attendance review team or probation officer may request a juvenile court petition on behalf of the student.

A student's grades or promotion to the next grade may be affected by excessive unexcused absences in accordance with Board policy.

Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on five occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date.

If all the School's attempts to resolve the student's attendance problem are unsuccessful, NUA-DLI will implement the Truancy and School Attendance Review Team processes described in the NUA-DLI Attendance Policy, which may include referral to appropriate law enforcement agencies and disenrollment from school.

Travel During the School Year

Students at NUA-DLI have a one week fall break, a two week winter break, a one week spring break and an 8-9 week summer break. With this much available time for travel, we strongly discourage travel while school is in session. However, we do know that situations arise in which it is necessary. If you plan to be gone for 5 days or more, we request that you fill out an Independent Study Master Agreement (ISMA) so that your child can complete work while he or she is away and be counted present. In order to prepare sufficient work for an ISMA, teachers need at least as much lead time to prepare as you plan to be gone. For example, if you will miss seven school days, then the teacher must have seven school days' notice to prepare assignments.

Emergency Release Form

In case of an emergency, your child will only be released to those people indicated on the child's Emergency Card. Proof of identification will be required. Those NOT identified on the emergency card can only pick up the child with a written and signed note from the child's parent. DLI may call the parent of the child for confirmation.

The child's Emergency Card is kept on file in the office and must be updated at the beginning of each school year and whenever a change occurs (address, etc.) during the school year.

Field Trips

Field trips are taken throughout the year by all classes. These trips are conducted in conjunction with the curriculum and offer the students an opportunity to experience a deepening of their studies in a different environment. The school's responsibilities include providing real world experiences for students. With this in mind, it is important that students learn to work within a group to maintain their safety, follow directions and conduct themselves in an orderly way in a public place outside of school. Therefore, opportunities to chaperone are limited. Each teacher has a manner of selecting chaperones which is fair. The teacher will share the purpose of the trip as well as guidelines with the accompanying adults/parents in order to meet the safety and/or health needs of the children.

The classroom teacher will arrange for field trip permission slips (liability release forms for school-related volunteer activities on or off campus) to be sent to the parents at least one week prior to the field trip. These need to be signed and returned two days before the event. Logistics will be taken care of by DLI staff and parents.

Campus Safety

The safety of our students is of the highest priority. Therefore, any visitor to the campus, including parents, must sign in and out in the DLI office whether they are visiting or performing volunteer services on campus. With the exception of the front office doors, all doors downstairs will remain locked.

For security purposes, **parents are not allowed in the hallways to accompany their children to class.**

DLINC reserves the right to monitor who is on campus.

Again, students may only be released to adults listed on the child's Emergency Card, unless a signed note from the parent is present and identification is verified.

Parents and students are prohibited from walking up or down the slope located between the upper parking lot and the lower blacktop/playground area.

For liability reasons, **please keep all dogs off campus.**

DLINC does have a county-mandated official School Safety Plan which is lengthy. If you are interested in seeing it, please let the office know and we will make it available to you.

Playground Expectations

- Children may be on the playground with adult supervision only.
- Children may be in the classrooms during recess or lunch with teacher supervision only.
- Children must stay within the school gates during recess and lunch.
- Shoes must be worn outdoors at all times.
- Ropes may be used only for jumping.
- Sticks or sharp objects are not permitted anywhere on school property.

- Due to multiple injuries, kindergartners are not allowed to use the monkey bars unless otherwise stated.
- Only one person may go down the slide at a time.
- The slide is one-way, going down. No climbing up the slide.
- Carrying one another or picking one another up is not permitted.
- Tag is allowed, but with gentle touch for tagging.
- Screaming and roughhousing are not permitted.
- Use quiet voices when close to the school building.
- No playing in restrooms at any time.

Additional Recess Policies:

Kindness and Respect- students are expected to treat one another and all adults with kindness and respect. Students are expected to follow directions the first time they are asked by any adult.

Inclusion- If two or more students are playing together and another student asks to play with them, the answer must always be yes. Saying no in this case is breaking a rule.

Conflict Resolution- As a means of supporting students in working out their own conflicts, if an adult has to be called over to mediate more than twice, then the grade levels which are playing lose their privilege to play the game in question for the remainder of the semester. Semester 1 begins on August 19 and ends on January 17. Semester 2 begins on January 20 and ends on June 4.

Four square- The rules of Four Square are posted near the Four Square area on the playground. Students are expected to abide by the rules and play with good sportsmanship.

Football- Football is not allowed.

Soccer- Students must kick the ball low so that it will not go over the fence. Students will be allowed to ask an adult to retrieve the ball from the road only once. If it happens a second time, the game is off for the remainder of recess.

Basketball- Students may not grab the rim of the basket at any time. Students may not stand or jump on the base of the basketball goal/system. Failure to adhere to these rules will result in the loss of privileges indefinitely.

Wood Chips- Wood chips surround the play structure in order to keep our students safe. Therefore, students are not to dig in the wood chips, throw them, or handle them in general. The wood chips are to remain on the ground.

Monkey Bars- As stated above, Kindergartners are not allowed on the monkey bars unless otherwise stated. Students in other grades should use the bars carefully and at their own risk. A number of students have fallen from the monkey bars and been injured and we wish to avoid this at all costs.

Additional Information

- Toys from home should not be brought to school unless approved by the class teacher. Toys include skateboards, roller blades, scooters, trading cards, or action figures.
- Sports equipment from home may be acceptable if approved by the class teacher.
- The use of any type of electronic equipment (e.g., personal gaming devices, iPod, etc.) is not permitted on campus or during field trips.
- Eat only in designated areas while sitting down. Exceptions may be made for special occasions or events.
- Dispose of trash and recycle/compost other materials, as appropriate. Keep the school tidy and orderly.

Individual teachers may also have additional expectations, which they will communicate to their classes. Each teacher will develop a class management system appropriate for that age level to help the children understand and integrate all guidelines and rules into their daily activities. It is important for parents, staff, and volunteers to review and reinforce these guidelines with the students.

Cell Phones: We strongly discourage parents from allowing their children to bring cell phones to school. Cell phones have caused a number of problems regarding social media, inappropriate photos and distraction from instruction.

There is no reason that a student needs to have a phone at school. They are welcome to use the phone in the office for any emergency or situation which may arise.

If you as a parent have a valid medical or safety reason for your child to bring their phone to school, you must register the phone in the front office. If your child's phone is registered, your child must turn in their cell phone upon their arrival at school. The phone will be placed in a lock box, and your child may retrieve the phone at 3:10 p.m.

Students in grades K-4 are prohibited from having cell phones at school.

If a student is in possession an unregistered phone or with a registered phone between their arrival and 3:10 p.m. this will be interpreted as overt willful defiance and will be dealt with according to CA Ed code.

Smart Watches: Students may wear smart watches in order to keep time. They may not open any of the applications on their smart watch between 8 a.m. and 3:10 p.m. If any unforeseen issues arise with smart watches, we reserve the right to amend this policy.

Social Media: The minimum age for the use of all social media platforms is 13. There are fewer than twenty students who are 13 or will turn 13 within the school year. If your child chooses to use social media and he or she is under 13, the child should do so at their own risk. The school is very limited in its ability to address conflicts which occur on social media.

Snack and Lunch Guidelines

Nurturing our bodies as well as our minds is important at DLI. Meals and snacks eaten at school provide additional opportunities to foster respect for healthy bodies and a healthy earth. Families are encouraged to support this philosophy by following these guidelines:

- Please send snacks and lunches that use wholesome ingredients free of artificial dyes and preservatives
- Fruits and vegetables are encouraged.
- Sugar content should be minimal.
- Gum, candy, soda, sports drinks, and juices are not allowed.
- Highly-processed foods carry little-to-no nutritional value and are strongly discouraged.
- Please send only water in reusable water bottles for your child to drink at school.
- Please send eating utensils with your child's lunch.

Please try to send snacks and lunches to school in reusable containers and with reusable cloth napkins.

Our students in grades K-2 have a 10 a.m. snack, a lunch, and an afternoon snack. Please ensure that you are packing sufficient food for all three designated eating times. Also, please communicate with your child which items should be eaten for snacks and which should be eaten for lunch. Many of our students eat all of their food during their morning snack and come to the office saying that they have no lunch.

This year, DLINC is partnering with Ki's, a local restaurant known for its use of high-quality ingredients, to provide school lunches which are available for purchase. For more information, visit kis.naturallunches.com.

Students are given 35 minutes for a lunch break. They spend 15 minutes eating and 20 minutes playing. If students are not finished eating when the whistle is blown to go play, they are of course allowed to finish their lunch in a designated area. Our lunch supervision staff is very attentive, but they are unable to monitor the degree to which every one of our students finishes their lunch. Please communicate with your child about food preferences so that food does not go uneaten.

At DLINC we are strongly committed to providing as many opportunities as possible for outdoor play as we firmly believe that it is an integral part of a balanced educational experience. However, students will not eat lunch or play during lunch recess outside if the temperature exceeds 88 degrees or if there is steady rain. If the temperature exceeds 88 degrees, students may be permitted to play during morning or afternoon recess for not more than 10 minutes, depending on the teacher's discretion. We reserve the right to keep students indoors if the heat index and/or UV radiation are high even at a temperature lower than 88.

For permitting reasons, it has been determined that DLINC is unable to build a permanent shade structure at this time. We own several temporary pop-up shades. When the temperature exceeds 77 degrees, any portion of these shades will be put up, depending on the judgment of our lunch supervision staff. When the temperature exceeds 83 degrees, all available shades will be put up. The shades have

been stolen and replaced at times and they require a lot of maintenance. Any parent volunteers who are able to help put them up and/or take them down would be greatly appreciated.

Due to the possibility of severe allergic reactions, children may *not* share food. Please remind your children to help protect their friends by keeping lunch and containers to themselves. Your teacher may contact you with other guidelines for your child's lunch and snacks.

Birthdays:

Each teacher may have differing policies on birthday celebrations, but all celebrations must be communicated at least one day in advance of the event itself. Additionally, we encourage healthy snacks, which can provide a modicum of nutritional value, as opposed to sweets. Some choices may include popcorn, fruit cups, yogurt, even pizza. Generally speaking, we prefer that the celebrations take place at the end of the day.

NOTE:

This year's third-grade class remains peanut-free as it was in kindergarten and first grades. We have several airborne, severe peanut allergies in this group and the two classes do take their breaks and lunches together. The families of these students and the administration would greatly appreciate any conversation you may have with your child about these allergies and the importance of washing one's hands and cleaning up after one's self.

Lunch and Recess Schedules

GRADE	A.M. RECESS	LUNCH	P.M. RECESS
TK/K	9:30	11:00 a.m.	1:10
1 st /2 nd	10:00	11:35 a.m.	N/A
3 rd /4 th	10:15	12:10 p.m.	N/A
5 th	Nutrition Break: 10:00	12:10 p.m.	n/a
6 th -8 th	Nutrition break: 10:00	12:30 p.m.	N/A

School Information:

The 90/10 Model

The 90/10 model is as follows:

Kindergarten 90% Spanish, 10% English; First Grade 80% Spanish, 20% English; Second Grade 70% Spanish, 30% English; Grades 3-8 50% Spanish, 50% English

Students receive varying ratios of Spanish and English according to their grade level. The greater amount of Spanish is taught in the younger years. Students begin learning to read in Spanish before English, because Spanish is more phonetically sound and more easily obtained. We build a firm foundation in Spanish reading before adding on English reading in the second semester of first grade. Beginning in 3rd grade, students are required to take the Smarter Balanced test. Therefore, math instruction changes to English from Spanish, and the ratio of Spanish to English is 50/50.

This is a full immersion program. The target language, Spanish, is the only language used in Spanish class. Teachers use a variety of non-verbal strategies to ensure that students understand what is being taught, but they do not default to the students' first language at any time. Each student has one teacher for Spanish instruction and one teacher for English instruction. Students will only hear Spanish from their Spanish teacher and they will only hear English from their English teacher.

English Language Learners

The Home Language Survey given to all students identifies English Language Learners (ELL) students. Those students whose primary language at home is not English will be given the English Language Proficiency Assessment of California (ELPAC) annually until they are re-classified.

It is very important that parents answer the Home Language Survey accurately and honestly. These tests are painstaking and time-consuming. We don't want to waste any students' class time if the test is unnecessary, nor do we want to miss any student who needs the exam and additional English Language Development instruction.

Special Education Students and Students with Disabilities

DLI complies with all applicable State and Federal laws in serving students with disabilities, including Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act. A full spectrum of Special Education services provided by Waisman Consulting are available to students who qualify.

Health-Related Issues

- Medication: Parent and/or doctor permission is needed for NUA-DLI staff or faculty to administer medication. Students must come to the office to take medicine and NUA-DLI staff will keep a log in the office of any doses administered. Therefore, please supply clearly written instructions for administering medications consistent with the label. Please include how the medication is to be stored. Parents are responsible for keeping the medication current.
- Allergies/Medical Issues: Please notify the class teacher regarding any allergies, including food allergies, or medical issues.
- Epi-pens. The school will have Epi-pens available in the case of an emergency, but if a student also has his or her own individual prescription, it is recommended to provide two to the school for the child as well. Epi-pens will be kept in the classroom first-aid backpack, which will travel with the class to recess and lunch. The office will also maintain a set of Epi-pens in the office's first aid backpack that will also travel to before and after-care.
- Accidents/Emergencies: In case of an accident or emergency requiring a physician or hospitalization, we will immediately attempt to contact a parent. If we are unable to reach you, we will contact the person listed on the child's Emergency Card (see also Emergency Release Form, as discussed in the next section).

Additional Health and Safety Guidelines

- Anaphylaxis Treatment—EC 49414 Education Code authorizes schools to provide epinephrine auto-injectors to trained personnel to use to provide emergency medical aid to persons suffering from anaphylactic reaction.
- Confidential Medical Services—EC 46010.1 Education Code authorizes schools to excuse pupils in grades 7–12 inclusive from the school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent/guardian.
- Cooperation in Control of Communicable Disease and Immunization of Pupils—EC 49403 The School may permit a licensed physician or nurse to administer immunizing agents to prevent or control communicable diseases to pupils whose parents have consented in writing to such immunization.

The following guidelines should be followed to protect your child and other children from communicable disease:

- a) Children should remain home until free from a fever 100° or above for at least 24 hours.
- b) Children who have diarrhea or vomit at home, or are sent home from school because of this, should stay home until free from symptoms for 24 hours.
- c) Children should not come to school with an undiagnosed rash.

Children who exhibit signs of passable contagious conditions will be sent home until symptom-free or cleared to return by a medical provider.

- Emergency Information—To safeguard your child’s health and welfare, the school must have current emergency information on file. Such information should include home address, home and work telephone numbers of the parents or guardians, name and telephone number of at least one relative or friend who is authorized to provide transportation and/or care for the child, and childcare provider information if applicable. This is especially important in cases of crisis situations or natural disasters. Students WILL NOT be released to anyone who is not listed on the emergency contact list.
- Head Lice Policy –NUA-DLI recognizes head lice infestations among students require treatment but do not pose a risk of transmitting disease. If a student is found with active, adult head lice, he/she shall be sent home. Upon return to school, the student will be checked before he/she can return to the classroom. When it is determined two or more students in a class or school are infested with head lice, parents of students in that class or school will be notified. Staff shall maintain the privacy of students identified as having head lice.

Hearing and Vision Screening—EC 49452, 49452. The Governing Board of any school shall provide for the vision and hearing screening of pupils enrolled. A pupil may be excluded from mandated screening programs if the parent/guardian files a written statement refusing consent for the examination with the principal of the child’s school.

Immunizations Required by Law—EC 48216, 48980, 49403 & C.A.C., Title 17, Chapter 4 Subchapter 8

California law requires parents of all children under 18 years of age or on first entry to a California school to complete a California School Immunization Record. Verification of immunizations against polio, diphtheria, pertussis, tetanus, measles, rubella, mumps, and hepatitis B must be presented on admission to school. All children entering kindergarten shall have received their second measles vaccination and be immunized against hepatitis B and varicella. All out-of-state entrants, K–8, must have had a varicella vaccination. The second MMR, hepatitis B series, TD booster, and Tdap booster are required for all entering seventh-grade pupils. The hepatitis B series may be given over a period of six months. It is recommended the series be started a year ahead. Check with your school for new immunization requirements. Pupils not meeting the requirements will not be allowed to register.

New legislation (SB 277) would allow pupils who, prior to January 1, 2016, have a personal belief exemption on file to be enrolled in a public elementary or secondary school. The bill will prohibit advancement to the 7th grade unless the pupil has been immunized as required by the bill. Effective July 1, 2016, this bill will prohibit enrollment for all new pupils and those advancing to the 7th grade unless the pupil has been immunized as required by the bill.

Medicine and Sunscreen at School—EC 49423, 35183.5. Pupils requiring medication at school may be assisted by school personnel. Any medication to be dispensed at school must be brought to the school office by an adult. Parents must complete Form 09562, Medication Authorization and Plan, available in the school office or on the Internet at www.lmsvsd.org/Page/1110. The form must be signed by a California-licensed physician. School personnel may not assist a child with administration of medication unless Form 09562 has been filed with the school. This form must be completed each time there is a change in the medication and must be renewed each year.

If your child's physician would like your child to carry and self-administer asthma medication, the following forms must be completed and signed: 1) School Asthma Action Plan, 2) Request to Carry and Self-Administer Asthma Medication, and 3) Authorization for Use or Disclosure of Health Information. Students who need to take Epinephrine prescribed by a physician during the school day may carry and self-administer the Epi-Pen if two requirements are met: 1) The school must receive a written statement from the physician that includes the name of the medication, how it is to be used, dosage, and confirmation that the student is able to self-administer the medication (Form 09562). 2) The school district must receive a written statement from parent/guardian that contains a consent allowing the student to self-administer the Epi-Pen, a release allowing the school nurse or other designated school personnel to consult with the student's physician if questions or concerns arise, and a release absolving the school district and school personnel from civil liability if the self-administering student suffers an adverse reaction (Form CDE Ref. SB1912).

Pupils on a Continuing Program of Medication—EC 49423 & 49480. The parent or legal guardian of any public school pupil on a continuing medication regimen for an ongoing condition shall inform the school nurse or other designated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or guardian, the school office staff or teacher may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior; and symptoms of adverse side effects, omission, or overdose.

Pupils may use sunscreen during the school day without a physician's note or prescription. School personnel are not required to assist pupils in applying sunscreen.

Oral Health Assessment—EC 49452.8. Kindergarten students and first-grade students who did not attend kindergarten must present proof of having received an oral health assessment (dental check-up) or completion of a form provided by the district on which the parent can indicate why an oral health assessment by a licensed dentist or other registered dental health professional cannot be completed.

Health Screening—H&SC 124100, 124105. A physical examination is required for all new children entering kindergarten or first grade. The examination must be given within six (6) months prior to entering kindergarten or ninety (90) days following the first day of school for new first graders. A pupil may be excluded from school for up to five days based on the failure to comply, or sign a waiver. Free health screenings are provided through the local health department.

Health Screening—Parent's Refusal to Consent—EC 49451, 48980 & 20 USC 1232h

A child may be exempt from a physical examination whenever the parents file a written statement with the school principal stating they will not consent to a routine physical examination of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance.

Field Trips

Field trips are taken throughout the year by all classes. These trips are conducted in conjunction with the curriculum and offer the students an opportunity to experience a deepening of their studies in a different environment. The teacher will share the purpose of the trip as well as guidelines with the accompanying adults/parents in order to meet the safety and/or health needs of the children.

The classroom teacher will arrange for field trip permission slips (liability release forms for school-related volunteer activities on or off campus) to be sent to the parents at least one week prior to the field trip. These need to be signed and returned two days before the event. Logistics will be coordinated by DLINC staff and parent volunteers.

DLINC feels strongly about the safety of the children placed in our care. Therefore, it is important for parents to understand and agree to our policy regarding transporting children to and from school-related activities, in cases where buses are not available:

- Driver must hold a valid driver's license.
- Driver must be 21 years of age or older.
- Driver must have submitted a live scan fingerprint before being cleared to volunteer and drive.
- 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. Do not stop at the side of the freeway or at the scene of an accident, if possible.
- Drivers may not under any circumstances use a cellular phone while transporting students. If you find it necessary to make a call or send a text message, proceed to the nearest safe destination, stop your vehicle, and use your phone.

- The vehicle capacity is one passenger per seat belt. All passengers shall use their seat belts.
- No child under 12 may sit in a front seat with an airbag. Use of child car seats shall be in accordance with law.
- Driver's vehicle must be mechanically sound.
- Driver will observe all traffic codes.
- Driver must have adequate insurance coverage as required by the State
- The driver is in authority of the conversation and radio throughout the trip. Please redirect the children's conversation if it is heading in an inappropriate direction. Also, quiet the children when they need to be listening.
- When exiting the car, be sure children exit on the curb side of the car. Whenever walking to and from the car, be sure to stay together as a group.

As the supervising adult, the driver is responsible for the group of children assigned to his/her care. You are expected to exercise this authority as needed and as appropriate according to our NUA-DLI discipline guidelines. All cars transporting children will contain the following:

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

Note: If you drive your personal automobile while on a field trip and you are involved in an accident, by law your liability insurance policy is used first. The district liability policy would be used only after your policy limits have been exceeded. The district does not cover, nor is it responsible for, comprehensive and collision coverage to your vehicle.

Integrated Curriculum

The Common Core State Standards (CCSS) seek to integrate multiple subjects within a conceptual theme, so students see the deeper connection between and among various facets of life and learning.

As a public charter school, it is our responsibility to fully address the Common Core State Standards. When brought in through our integrated approach, this content takes on new meaning and relevance for the children.

Core subject matter includes English Language Arts, Spanish Language Arts, Math, Social Studies, Science and P.E. Art and Music are integrated with most disciplines when possible.

Our curriculum is gathered from multiple sources, which is in keeping with the Common Core movement. Key materials include Houghton Mifflin's "Go Math!" series as well as Houghton Mifflin's "Pathway to Biliteracy". Grades 6-8 use Houghton Mifflin's "Collections" series. Grades 3-8 use TCI, a digital curriculum, for Science and Social Studies. Additionally, we strive to provide real-world experiences in the forms of field trips, monthly assemblies, performances and guest speakers.

Homework

Nightly homework is any school work which is completed outside of school on Monday through Thursday. The purposes of nightly homework are the following:

- Provide a school to home connection
- Extend content which students are currently learning
- Provide practice of basic skills
- Develop strong study habits

To the extent possible, teachers will assign meaningful nightly homework. In grades K-2, the duration of homework required to complete homework should be approximately 20 minutes. By grades 3-8, students should be able to complete homework independently and the duration of time may vary to support the increasing rigor in the upper grades. At times, homework may be no more than unfinished class work. This policy may vary according to the teacher and the pace at which the class is completing curricula. However, no student in grades K-2 should be working on homework for more than 20 minutes at a time. If you find that the homework assigned requires more than 20 minutes four times per week, please discuss with your child's teacher.

Report Cards

Students in grades K-4 are evaluated three times per year on a standards-based report card. In these grades, we use a numeric system to evaluate each standard, 1-4. The numbers 1-4 in this case are not in any way equal to the letter grades A-F. When we evaluate standards we are not evaluating your child's work habits or work completion. We are evaluating only the degree to which a student has attained a given standard.

Please think of each number in the following way(s):

1 = standard has been introduced, student is practicing the standard

2 = approaching mastery of the standard

3 = meeting the standard

4 = exceeding the standard—the student has mastered the material to such a great extent that the teacher has sought out the different curriculum to meet the student's academic needs.

Students usually do not receive 4s until the third trimester, and 4s are few and far between. Students do not receive 3s until the second trimester. It would be inaccurate to give 3s or 4s on the first-trimester progress report because only one-third of the year's material has been introduced. Also, parents will likely see a good number of N/As on the first-trimester progress report which reflects standards which have not been introduced.

Our teachers consider each standard objectively. There are no value judgments connected to these numbers. Merits and/or behavioral concerns are reflected in a student's citizenship grades.

Students begin forming their opinions of themselves at a very young age, and we want their self-esteem to come from demonstrating steady progress. This method of assigning grades de-emphasizes the pejorative stigmas associated with lower letter grades.

Students in grades 5-8 receive standard letter grades. They receive two progress reports and two semester grades per class.

Assessments

Measurable student outcomes:

- A public open house is held for all grades once a year, during which student work is exhibited.
- Standardized assessments, known as Smarter Balanced (SBAC) tests, begin in third grade, and are administered in compliance with State laws governing Charter Schools.
- Northwest Evaluation Association (NWEA-MAP) formative assessments are given three times per year beginning in kindergarten to identify individual strengths and areas for growth.
- Local assessments include the Basic Phonics Skills Test (BPST) in English and Spanish, the Johns Reading Inventory, a spelling inventory and a writing assessment.
- Students in 5th and 8th grades take the California Science Test (CAST) as well as the federal Physical Fitness test.
- The California Dashboard is part of California's new school accountability and continuous improvement plan. This can be accessed at www.cde.ca.gov.

Regarding standardized testing, dual language research consistently demonstrates that dual language learners receive lower scores in the earlier years than those of their mainstream school counterparts. Then, generally, when students reach 5th and 6th grades, scores on average begin exceed those of their peers. DLI recognizes that differences in the educational program and curriculum sequence may be reflected in variations in scores in specific areas of SBAC in the early grades. As students progress toward the exit outcomes, these variations will diminish.

Student Success Team Process, Retention and Acceleration

At times, teachers, parents, and/or staff members may have academic, social or emotional concerns about students. When this happens, we initiate the Student Success Team (SST) process. This process involves a series of meetings between parent, teacher and administrator in which the concerns are identified and interventions for support are put in place. The team meets every six weeks to review progress and adjust interventions.

At times, particularly in the lower grades, the SST may determine that a student could benefit from spending another year in the same grade level. Additionally, if parents are interested in having their child repeat a grade level in the subsequent school year, they must initiate the SST process no later than January 20th of the current school year.

DLONC does not practice grade level acceleration; i.e., skipping a grade. While many students may be academically ready to work at a higher grade level, they are seldom ready from a socioemotional

standpoint. For this reason, our dual immersion teachers are master differentiators of instruction. All curriculum is tailored to meet the needs of individual students, including those working above grade level.

Discipline

DLINC is committed to creating a safe environment for every child. We are equally committed to helping our children grow into healthy and responsible adults. NUA-DLI teachers have been trained in restorative practices which investigate situations more deeply and examine the effect of certain events or actions on other people. All people involved participate in determining appropriate consequences.

Restorative Practices

Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred. At the foundational level, Community Connections Circles help build trust, positive feelings, and a sense of belonging within the classroom community. When an issue or problem arises in the classroom or between a few individuals, Responsive Circles help students bring problems they are noticing to the attention of the whole class, so together the whole class can work to solve the problem. When there is a more serious disciplinary issue, Mediation Circles use of restorative process to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability, and promotes healing for the victim(s) and offender. Harm circles also responds to an individual and that individual's specific behavior in an attempt to bring her or him back into the community. When an offense has been serious enough that a student is removed from school for a period of time, formal conferencing supports the successful re-entry of a student before or following suspension, or expulsion. The goal is to welcome student to the school community in a manner that provides a plan to support and promotes student accountability and achievement.

Minor transgressions of class agreements are handled one-on-one between the student and the teacher; in small, private groups; or in class meetings. The focus of the student-teacher interaction is to help the child find more positive ways of meeting their needs, while respecting the needs of others.

Harassment, Intimidation, Discrimination & Bullying

DLINC strives to provide a safe school environment that allows all students equal access and opportunities in the Dual Language Immersion North County programs, academic and other educational support programs, services, and activities. The Board prohibits, at any learning center or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group

with one or more of these actual or perceived characteristics. The designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the Dual Language Immersion North County nondiscrimination policies is the Interim Executive Director, Mallory Wirth. She may be reached at mwirth@dlinorthcounty.org or (760) 203-5140.

DLINC uses the following credo to determine which situations constitute bullying:

- When someone says or does something unintentionally hurtful and they do it once, that's Rude.
- When someone says or does something intentionally hurtful and they do it once, that's Mean.
- When someone says or does something hurtful and they keep doing it even when you tell them to stop or show them that you're upset, that's Bullying.

Intervention Process. Behaviors such as roughhousing, fighting, shoving, spitting, pushing, hitting, kicking, biting and/or habitual use of vulgarity, harassing, threatening or intimidating another student are cause for immediate intervention, which may include temporarily removing the child from the immediate surroundings or suspension at the discretion of the DLINC Principal. If any of these occur, the teacher or staff member will fill out an incident report and notify the parent(s) of the student(s) involved. If the child continues to display disruptive or disrespectful behavior and isn't responding to redirection, the Student Success Team process will be initiated. In this process, parents, teachers and the principal discuss the behaviors of concern and put interventions in place. They then meet periodically to discuss whether or not the interventions have been effective and determine how next to proceed. Additionally, any of the following strategies may be implemented:

- *Facilitated student problem solving resolution with other students affected or a facilitated class meeting:* In Restorative Practices, the ultimate aim is to foster the development of healthy, positive self-advocacy and problem-solving strategies within each student. Teachers and staff teach and model these techniques in class. When a conflicting behavior arises between two students or if a student's behavior is impacting the class in general, the teacher will first direct students solve the conflict first using their own skills and strategies (if grade level appropriate). If students are unable to resolve it themselves, the teacher or staff member will facilitate the problem solving. If it is a recurring behavior that affects many in the class, the teacher may facilitate a class meeting to help students find ways to address the behavior as a whole. The intent of the class meeting is to help the students as a group learn to listen to each other and share openly with each other, to recognize patterns of behavior that aren't working in others and themselves, to find healthy ways to support the group with more positive alternatives and to hold each other accountable for implementing agreements for improvement.
- *Parent-Teacher Conference:* If three notices are sent home, a mandatory conference will be scheduled between the parent(s) and the teacher. If the parent(s) and teacher agree, the child may be included in the meeting. The teacher may request another faculty member or the Lead Teacher to

be present. Parents may invite other individuals to the conference, if the teacher and/or Lead Teacher agree.

- *Family Intervention:* If unwanted behavior is unusually persistent, the teachers and/or staff at DLINC may require that a parent or guardian attend classes with their child.

Suspension and Expulsion

Formal suspension of students in grades K-3 is prohibited by law (SB-607). However, concurrent with the above Intervention process, and in the interest of maintaining a safe and courteous environment for all members of DLINC, there are certain behaviors that will not be tolerated and may result in immediate removal of the child from the school setting even while the intervention process described above is being followed. The school will regard suspension and expulsion as a last resort and is based upon the judgment of the school administrator. Criteria for suspension and expulsion of students shall be consistent with California Education Code 48900 and all other applicable Federal statutes and State constitutional provisions. All related hearings will conform to the applicable State and Federal laws regarding discipline, special education, confidentiality, and access to records. The following represent typical grounds for suspension and expulsion:

- The threat, causation, or attempted causation of physical injury to another person or willful use of force or violence upon the person of another except in self-defense
- Possession of a real or replica weapon (e.g., firearms, knives, explosives)
- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage, or intoxicant (including being under the influence of any such substances)
- Robbery or attempted robbery of school or private property
- Destruction or attempted destruction of school or private property
- Extortion
- Obscene, racist, or offensive acts or habitual profanity or vulgarity
- Bullying, including but not limited to, bullying by electronic means (cyber bullying)
- Disruption of school activities or willful defiance of valid school authorities

DLINC maintains a drug-, alcohol-, and tobacco free environment. Students who possess these items on campus may be suspended.

Suicide Prevention

Prevention Instruction

Suicide prevention strategies shall include, efforts to promote a positive school climate that enhances student's feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

DLINC shall promote the healthy mental, emotional and social development of students including, the development of problem-solving skills, coping skills, and resilience.

The DLINC Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Dual Language Immersion North County suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and find help for students at risk of suicide. The training shall be offered under the direction of Dual Language Immersion North County staff and/or in cooperation with one or more community mental health agencies and may include information on:

- Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
- Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality or behavior.
- Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
- School and community resources and services for students and families in crisis and ways to access them.
- Dual Language Immersion North County procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Program Lead, Executive Director, other school administrator, or school counselor. The school administrator or school counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged through the education program and in school activities to notify a teacher, administrator, staff member, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made by a member of the student body or staff on campus or at a school-sponsored activity.

Communication Model

The social health of the DLINC school community is reflected in our commitment to clear, open, direct communication and transparency of educational and organizational structures. Direct communication lines ensure understanding and help to resolve conflicts as they arise. These pathways form a structure and process that encourage parties who have concerns or who are involved in a conflict to reach resolution or agree to disagree. In addition, high levels of professional confidentiality are maintained to ensure confidence in school communications surrounding conflict resolution.

In general, the child's classroom teacher is the main point of contact for parents regarding questions or concerns related to the child's school experience. It is essential that communication is established in a positive, healthy, and warm manner. Difficult conversations that may involve lengthy, emotional or heated communication are best done in person and at a prior arranged meeting time. Directly before school or right after school (at pick up) are not appropriate times for such conversations. Parents should email the teacher or send a note in a sealed envelope with the child to request a meeting at another time (which also gives time to reflect and come to a calm state if there are strong emotions involved.)

If an issue cannot be respectfully and effectively resolved between a parent and teacher, a mediator may be requested from the school principal. If the concern involves a teacher directly, the teacher will also be present. The ultimate goal is to resolve concerns to mutually-agreed upon solutions and to restore health and positive partnerships between parents and school staff.

To Whom do I Speak?

TOPIC	POINT OF CONTACT	EMAIL
Questions on curriculum, discipline, homework, progress reports, academic standards, class trips, class meetings etc.	Classroom Teacher	Refer to communication from teacher for preferred contact information and time of availability
Communication about absences and short-term independent study	Classroom Teacher and School Office	Classroom teacher email or Tammy Graciano: Tgraciano@dlinorthcounty.org
Questions about school policies and procedures, school financial matters, standardized assessments, or state accountability matters	School Principal	mwirth@dlinorthcounty.org
Questions about upcoming events, dates, facility use, school newsletter or any concern you are not sure to whom to address it	School office	Tammy Graciano TGraciano@dlinorthcounty.org 760-203-5140
Questions relating to PTO(financial matters, meetings, PTO policies or bylaws)	PTO President	Brandi Soares brandi_soares@yahoo.com
Questions relating to Special Education services to your child	Resource Specialist or Speech Therapist	Contact the office for contact info 760-203-5140

<p>Questions relating to the relationship with San Diego County Office of Education or National University</p>	<p>School Principal</p>	<p>Mallory Goodman Wirth mwirth@dlinorthcounty.org 760-203-5140</p>
<p>Information about the NUA-DLI School Board</p>	<p>School Principal</p>	<p>Mallory Goodman Wirth mwirth@dlinorthcounty.org 760-203-5140</p>
<p>If any of the above areas are not addressed satisfactorily by the initial contact person, you may contact the School Principal</p>	<p>School Principal/Interim Executive Director</p>	<p>Mallory Goodman Wirth mwirth@dlinorthcounty.org 760-203-5140</p>