Downtown Oakland Science Academy (DOSA)

Student & Family Handbook Grades 6-12 2026-2027

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Spanish Translation
Arabic Translation

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Panther Community Vision Statement, Agreements, and Core Values

VISION STATEMENT

Our vision is to transform the lives of students – especially those who will be first in their families to attend college – by preparing them for success in college, career and life.

CORE VALUES

- **Community**: We work hard and in harmony to create and sustain a community that embraces diversity, equity and positive, lasting change.
- **Respect**: We treat each other, ourselves and this land with respect.
- **Discipline**: We discipline ourselves in order to own our decisions and their outcomes.
- **Justice**: We are agents of change for social and restorative justice.
- **Growth**: We are committed to lifelong learning and personal growth, whether through success or failure.

PARENTS/GUARDIANS AGREEMENT

I understand and will:

- Make sure my student is punctual, attends school regularly, and is prepared for learning and meeting the high expectations set by my teachers, support staff, and administrators.
- Send my student to Saturday School to recover credits or instructional time, when assigned.
- Schedule vacations and appointments around the school calendar to maximize my student's learning time.
- Commit to supporting teachers and administrative staff by:
    - Adhering to school routines, policies and procedures to foster a positive school culture for all students.
    - Establishing a cadence for checking in with teachers regarding my scholar's progress.
    - Providing a space for my student to study and/or encouraging my student to schedule or attend office hours as needed.
- Communicate with the school and keep them updated on changes that may impact my child's success.

STUDENT AGREEMENT

I understand and will:

- Follow all school and classroom routines, expectations and procedures.
- Arrive on time everyday
- Adhere to the dress code which includes no items of clothing with: profanity, hate speech, slurs, the promotion of drugs, alcohol, weapons, or violence; contains sexually explicit/implicit or gang-related imagery. Clothing must not reveal undergarments or private areas, obscure the face (except for religious/medical reasons), or pose a safety hazard (e.g., steel-toe boots indoors, spikes, chains).
- Adhere to the Technology Agreement and Electronics policy and only work from school-issued devices.
- Complete and return assignments in a timely manner.
- Attend office hours when needed/assigned.
- Advocate for myself when I need help.
- Always try my best and have a growth mindset.

ADVISOR/TEACHER AGREEMENT

I understand and will:

- Provide necessary assistance to parents/guardians so they can check on assignments.
- Grade assignments weekly provide actionable feedback to students and families about their progress in my class.
- Encourage students and parents/guardians by providing information about student progress, growth areas and success.
- Provide timely, reasonably and equitable academic intervention strategies and opportunities for students experiencing difficulty.
- Establish a time for regular check-ins and communication with students and families.
- Be my student's point person and advocate if they are in my advisory.
- Provide high quality and equitable grade-level instruction and curriculum.

ADMINISTRATOR AGREEMENT

I understand and will:

- Work with the community to provide a safe environment that allows for positive communication between the teachers, parents/guardians and student
- Encourage teachers to regularly provide academic intervention strategies and homework assignments that will reinforce instruction

- Provide resources to support the academic program and a college going culture
- Provide opportunities for parents/guardians to volunteer and participate
- Create and promote opportunities for parents/guardians to volunteer, participate in school activities, and engage meaningfully in their student's learning journey.

WELCOME

Welcome to DOSA of Art and Technology. We are a small and mighty school located in beautiful Downtown Oakland at 1515 Webster Street. We are extremely proud to be a school that is unapologetically pro-Black and anti-racist in our practices. This means that we are invested in the success, growth, and development of our students through rigorous curriculum, robust social-emotional programming, strong restorative practices, and relevant enrichment programs. Upon graduation from our 6th-12th grade school, our mission is to prepare students for college, career, and beyond. We believe that *every* student that comes through our doors is brilliant. Our Core Values of: Community, Respect, Discipline, Justice, and Growth drive the work that we do. We are determined not to replicate data trends and opportunity grapes that have historically marginalized Black and Brown students. We aim to disrupt inequities and provide pathways for students to explore and expand who they are.

THE PURPOSE OF THIS HANDBOOK

The handbook serves several purposes. We understand that fostering a school community that provides both psychological and physical safety requires the alignment and agreement of all stakeholders. This includes, but is not limited to, families, students, and staff. This handbook provides clear policies, procedures, and expectations that align with our school's mission to prepare students to be unwavering in our support of students and the community we serve.

It is intended to serve as a shared reference point to ensure consistency, transparency, and accountability across our school community. By outlining standards of conduct, responsibilities, and pathways for communication and resolution, the handbook helps us uphold an environment where every student can thrive academically, socially, and emotionally. **We require all members of our community to review it thoroughly and commit to its principles, as a reflection of our collective dedication to equity, belonging, and excellence.**

EXPECTATIONS

Review and discuss this handbook **closely** with your student in its entirety. Then, sign the Acknowledgement and Commitment Form and **return them to your student's Advisor by the end of the first week of school.**

In Partnership,

Kassandre Harper-Cotton, Principal

Kevin Hoffman, Assistant Principal

SCHOOL CONTACT AND SCHEDULE

1515 Webster Street Oakland, CA 94612
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Bell Schedule

DOSA High School Bell Schedule — Draft (5 core classes + Project Block/Enrichment + daily Advisory)

Duration	Time	Monday	Tuesday	Wednesday	Thursday	Friday
29 min	8:45 - 9:14	Advisory	Advisory	N/A	Advisory	Advisory
60 min	9:17 - 10:17	Academic 1	Academic 1	8:45-9:25 Academic 1	Academic 1	Academic 1
60 min	10:20 - 11:20	Academic 2	Academic 2	9:28-10:08 Academic 2	Academic 2	Academic 2
10 min	11:20 - 11:30	Nutrition Break	Nutrition Break	10:11-10:51 Academic 3	Nutrition Break	Nutrition Break
60 min	11:33 - 12:33	Academic 3	Academic 3	10:51-11:01 Nutrition	Academic 3	Academic 3
30 min	12:36 - 1:06	Lunch	Lunch	11:04-11:44 Academic 4	Lunch	Lunch
60 min	1:09 - 2:09	Academic 4	Academic 4	11:47-12:27 Academic 5	Academic 4	Academic 4
60 min	2:12 - 3:12	Academic 5	Academic 5	12:30-1:10 Academic 6	Academic 5	Academic 5
60 min	3:15 - 4:15	Academic 6	Academic 6	1:10 - 1:40 Staff Lunch	Academic 6	Academic 6

DOSA Middle School Bell Schedule — 2026-27

Monday / Tuesday / Thursday / Friday

Block	Time / Minutes
Breakfast	8:00–8:25 (25 min)
Advisory	8:30–8:57 (27 min)
Transition	8:57–9:00 (3 min)
Academic 1	9:00–10:00 (60 min)
Transition	10:00–10:03 (3 min)
Academic 2	10:03–11:03 (60 min)
Nutrition	11:03–11:18 (15 min)
Transition	11:18–11:21 (3 min)
Academic 3	11:21–12:21 (60 min)
Lunch	12:21–12:51 (30 min)
Transition	12:51–12:54 (3 min)
Academic 4	12:54–1:54 (60 min)
Transition	1:54–1:57 (3 min)
Academic 5	1:57–2:57 (60 min)
Transition	2:57–3:00 (3 min)
Enrichment	3:00–3:40 (40 min)

Academic block length	**60**
# Academic	**5**

Wednesday (minimum day, no advisory)

Block	Time / Minutes
Breakfast	8:00–8:25 (25 min)
Academic 1	8:30–9:18 (48 min)
Transition	9:18–9:21 (3 min)
Academic 2	9:21–10:09 (48 min)
Transition	10:09–10:12 (3 min)
Academic 3	10:12–11:00 (48 min)
Transition	11:00–11:03 (3 min)
Nutrition	11:03–11:18 (15 min)
Transition	11:18–11:21 (3 min)
Academic 4	11:21–12:09 (48 min)
Transition	12:09–12:12 (3 min)
Academic 5	12:12–1:00 (48 min)

Academic block length	**48**
# Academic blocks/day	**5**
Advisory (min)	**0**
Enrichment (min)	**0**
Wednesday instructional minutes	**240**

blocks/day	
Advisory (min)	**27**
Enrichment (min)	**40**
Full-day instructional minutes	**367**

Note: Instructional minutes = academic blocks + Advisory + Enrichment (Wednesday has neither). Breakfast, Lunch, Nutrition, and Transitions are not counted as instructional time.

School to Home Communication

Communication is at the heart of a healthy school community. We regularly send emails, texts, phone messages, etc. with announcements, activities, reminders, volunteer requests, emergency messaging, and more. School Messenger and PowerSchool are two of our most used communication platforms. In order to receive regular and accurate information from the school, it is imperative that parents/guardians provide a working email address and check it or update it regularly. This helps us build a community of safety, transparency and support.

Drop-Off / Pick-Up

Students may arrive on campus at 8:00 a.m., which is when supervision and breakfast begins. Drop off and pick-up is at the Webster Street entrance.

START OF THE DAY: All students should be in the building by 8:25 a.m. and **ready to start their day at 8:30 a.m.**

PICK-UP: All 6th-12th grade students who are not in a sport/club, participating in afterschool programming, performing restorative work, or working with a teacher have
s to leave the campus, be picked-up, or take public transportation home. By 4:00 on Monday, Tuesday, Thursday and Friday all students should be with a supervising adult or coach. On Wednesdays, all students should be out of the building by 1:15 p.m. All staff will be in professional development and not available to supervise students.

Student Drivers

Students who drive to school are expected to arrive on time, park responsibly, and be in class before the start of the school day.

DOSA does not have designated student parking. While street parking is available near

campus, most spaces are metered and regularly monitored by parking enforcement. Students will not be released from class to check or refill parking meters, and school staff, campus supervisors, and security personnel are unable to do so on a student's behalf. Students may check or refill their meters during lunch or after school only.

To avoid parking citations, we strongly encourage students to use a nearby parking lot or garage that offers all-day parking. Students and families are encouraged to research local parking options in advance to determine what best meets their needs.

In accordance with California law, students who have held their driver's license for less than 12 months may not transport passengers under the age of 20 (including friends, siblings, or cousins) unless accompanied by a licensed parent/guardian or another licensed adult who is at least 25 years old. Families are encouraged to discuss safe and responsible driving expectations with their students.

Failure to comply with California traffic and licensing laws may result in citations, towing, license restrictions or suspension, increased insurance costs, and legal liability in the event of an accident. These matters are governed by state law and are not under the school's authority or responsibility.

Closed Campus and Off Campus Lunch

Students are to stay on campus from the time they arrive at school until they are dismissed. Students who leave campus without permission will be subject to progressive school discipline (see Student Discipline Section).

Grades 11 and 12 are the only grades who have the privilege of off campus lunch every day. This privilege is contingent on:

- Having a **valid school identification card** for the current school year
- Parent/Guardian permission
- Adherence to school community rules and expectations
- Adherence to Oakland community laws
- Adherence to California state laws
- Leaving and returning to campus on time

In order to **keep the privilege of off campus lunch, 11th-12th grade students must remain in good standing academically and in their school conduct.**

Students who utilize their off campus lunch privilege must plan their meal in time to return to school on time. Students who are **tardy three times will lose their off campus lunch privileges for the quarter.**

If students are late to their classes, they must sign in at the front office. Upon viewing our records, they can expect the following:

Late from off campus lunch or leaving to lunch without permission*

First Incident	• Reinforcement of off campus policy by an administrator through a verbal reminder and policy review. • Warning of consequences for future incident
Second Incident	• Notification of parent or guardian • Make up instructional time at the next scheduled Saturday School
Third Incident	• Required meeting with parent/guardian • Loss of off campus privilege for remainder of the quarter
Ongoing Violations	The following will be communicated to the student and parent/guardian: • Student will have loss of general and school-wide privileges • Possible additional progressive discipline steps as determined by the school

Food Delivery

Students are not permitted to order food through delivery services (such as DoorDash, Uber Eats, or Grubhub) during the school day.

Parents and guardians who wish to bring lunch for their student may coordinate with the Front Office. Lunch should be dropped off during the student's assigned lunch period. Lunch delivered before lunch will be held in the Front Office until lunchtime, and lunches delivered after the lunch period will remain in the Front Office until the end of the school day. Students are responsible for picking up their lunch from the Front Office.

Visitors

Parents, guardians, and approved visitors are welcome on campus if they have made an appointment through our front office; if the administrative team has approved or has knowledge of the visit; and if a visitor's pass has been issued by the Front Office. **Visitors who do not comply with school policies will not gain access to the building and be asked to leave.**

Contacting Students at School

Students are expected to be fully engaged in school work from 8:30 a.m. until student's dismissal time. If parents/guardians need to get in contact with a student, they must call the Front Office. **Students will not have immediate access to their phones per our Phone Policy.** Students should not be expected to answer phone calls or texts during the school day. Refer to the Phone Policy for details.

If you have an emergency that requires your child's immediate attention, please call the office at 510-569-8901 and we will call your child out of class to receive the communication. Please be mindful that aside from wanting to limit interruptions to the learning environment, we do not have the resources to serve as a message center for students. For this reason, we request that you limit student messages to emergencies only.

If students need to make a phone call home during school hours and outside of lunchtime, the student is expected to sign out of their current classroom or use a pass, go to the main office, and use the phone there.

Parent and Family Involvement

There are a variety of ways to be involved over the course of the school year. Families and community members are encouraged to attend school events, join parent committees, volunteer at activities, participate in conferences and workshops, and engage in regular communication with teachers and staff. Your partnership helps strengthen our school community and ensures a supportive, inclusive environment where all students can thrive. Please look out for communication throughout the school year with details on the meetings named below and how to get involved!

Town Halls occur once per month. They are an important way for families, students, and community members to stay informed and engaged in our school community. Held regularly throughout the year, these meetings provide a space for school leadership to share updates on programs, initiatives, and student progress, as well as to celebrate successes and address questions or concerns. Town halls also offer families an opportunity to share feedback, ask questions, and collaborate on ideas that strengthen our school. By attending town halls, families play an active role in shaping the direction of the school and ensuring that all voices are heard and valued.

Local Control and Accountability Plan (LCAP) meetings are public spaces where parents/guardians can share input on school priorities, programs, and funding decisions. Parent/Guardian partnership helps strengthen our school community and ensures a supportive, inclusive environment where all students can thrive.

Parent Ambassadors welcome and mentor new families, promote school events and

initiatives, and represent the school at open houses, tours, and community events. They also participate in family engagement meetings, such as LCAP sessions, and provide valuable feedback to school leadership on behalf of the parent community. By sharing their experiences, encouraging involvement, and helping families feel connected, Parent Ambassadors help strengthen our culture of belonging and partnership.

Volunteer opportunities will be shared throughout the year via School Messenger and flyers. Families will typically be given 2–3 weeks' notice to review the opportunity and decide if they would like to participate. Your involvement is always welcomed and appreciated, as it helps strengthen our school community and enriches the experience for all students.

Family participation is an important part of creating a successful learning community at DOSA, and necessary to fulfilling our vision. If you are interested in getting involved, please contact the Main Office for details. Spanish and Arabic translation is available via Google translate or live translator.

GENERAL INFORMATION

Mascot and Colors

The DOSA mascot is the Black Panther. Our school colors are purple and black. White and gray will often appear on t-shirts and jerseys as complementary or alternative colors.

Positive Reinforcement

Affirmation, incentives, and positive feedback are powerful motivators. They are part of a school-wide practice intended to encourage all members of the Panther community to recognize each other's positive actions, progress, and achievements throughout the week and build on strong habits.

Positive reinforcement and incentives can include, but are not limited to:

Individual Positive Reinforcement	Community Reinforcement
• Verbal praise & public shoutouts • Certificates or awards • Privilege passes • Positive note or call home • Lunch • Leadership opportunities • School swag • Special experiences	• Verbal praise & public shoutouts • Class or grade-level parties • Extended lunch or break • Field trips or off-campus experiences School-wide assembly or pep rally • Recognition wall

Field Trips

DOSA strives to make learning relevant. This entails frequent interaction with resources outside of our school and with community partners. Any travel off campus requires a signed permission slip by a parent/guardian by the designated date. **Late permission slips are subject to be rejected.** Attendance for some field trips can be revoked at the Administration's discretion if school policies have not been followed.

Smoking and Vaping

Smoking and vaping (including using vapor products or electronic cigarettes) are not permitted by anyone on or around school grounds **at any time.** This pertains **to students,**

staff, family members, friends, community members, and the general public and is a federal mandate. Students who violate this rule will be subject to appropriate disciplinary action, including restorative consequences, suspension, or expulsion. Visitors who violate this rule will be asked to leave campus immediately.

Food and Drink

To maintain and promote a professional atmosphere, and protect our equipment and facilities, food and drinks are allowed in designated areas. As a general rule, eating is not allowed in classrooms. Unflavored water, in a closed container or bottle, is allowed. **Eating in class is not permitted except for school-organized events (i.e. potlucks, snacks during high-stakes testing, etc.).**

Drinking is never acceptable when working with digital technology as it can permanently damage school resources. Students who purposefully damage school technology as a result of unauthorized liquid will be held financially responsible for the repair or replacement costs and may face disciplinary consequences in accordance with the school's code of conduct.

Skateboards/Skates/Rollerblades/Scooters

Riding or wearing anything with wheels is not permitted while on campus. Students will store their skateboards, skates, rollerblades, etc. in an area designated by an administrator. Students may retrieve their transportation after dismissal.

First Incident	• Reinforcement of wheel policy by a teacher or administrator • Warning of consequences for future incident
Second Incident	• Confiscation of the skateboard, skates, rollerblades, etc. and given to an administrator for remainder of school day • Notification of parent or guardian
Third Incident	• Confiscation of the skateboard, skates, rollerblades, etc. and given to an administrator for remainder of school day • Notification of parent or guardian • Student's skateboard, skates, rollerblades, etc. are pick-up by parent or guardian at end of school day

Public Display of Affection

Out of respect for the school community, students are not to engage in public displays of affection (PDA) that are inappropriate for a school campus. This includes piggyback rides, sitting on another's lap, making-out, and/or excessive body-to-body contact. Students displaying excessive PDA will be reminded of the community expectation. If the behavior continues, students face consequences that include, but are not limited to, a family meeting, reflection, restorative conversation, or workshop.

Cell Phones and Electronics

In an effort to maintain a focused learning environment free of distractions, to limit inappropriate cell phone and social media use, and in alignment with state law (see California Phone-Free School Act), DOSA - in alignment with Envision Education - has adopted a policy of phone-free learning environments. The details of this policy are as follows:

Middle School	High School
Middle School students will have a cell phone free learning environment from when they pass through the front door until they leave the front door. Students are expected to turn in their phones at the beginning of each school day.	**High School students** may use cell phones prior to school, during passing periods, at lunch, and after school. However, we have a cell phone free learning environment from when they pass the threshold of a classroom until the period ends unless expressly given permission each time by an administrator. Students are expected to turn in their phones to the designated location in each classroom at the start of all class periods. If a student leaves class during the period, the cell phone must be left in the cell phone storage box

Consequences

First Incident	• Reinforcement of cell phone policy by a teacher or administrator through a verbal reminder to place the phone in the cell phone storage box

	• Warning of consequences for future incident
Second Incident	• Confiscation of the cell phone by teacher and turnover to an administrator for remainder of school day • Phone will be secured in a standardized location within the main office • Notification of parent or guardian • Cell phone pick-up by student at end of school day
Third Incident	• Confiscation of cell phone by teacher and turnover to an administrator for remainder of school day • Phone will be secured in a standardized location within the main office. • Notification of parent or guardian • Cell phone pick-up by parent or guardian
Fourth Incident	• Confiscation of cell phone by teacher and turnover to an administrator for remainder of school day • Phone will be secured in a standardized location within the main office. • Notification of parent or guardian • Required meeting with parent or guardian and student to establish individual cell phone contract, including but not limited to daily turn-in and pick-up to the front office
Ongoing Violations	The following will be communicated to the student and parent/guardian: • Student will have loss of general and school-wide privileges • Required **daily phone turn-in and pick-up to the front office for the remainder of the quarter/ semester** • Possible additional progressive discipline steps as determined by the school

Non-school issued electronics of any kind (including but not limited to: tablets, iPads, digital cameras, Bluetooth speakers, earphones/earbuds, etc.) are not permitted during any class period, Advisory, Intervention, or during passing periods.

Security of Belongings

DOSA is not responsible for personal items that are stolen or damaged at school.

CASH AND CHECKS

Do not allow your child to bring more cash than necessary for lunch, snack, or designated activity. If there is a need to pay for an item by cash or check, deliver the check directly to the Front Office and obtain a receipt.

VALUABLES

DOSA discourages students and visitors from bringing valuable, sentimental, and/or expensive items to campus. DOSA is **not** responsible for damage to personal items that occurs at school as a result of sharing, leaving an item behind, or any other type of negligence. However, if there is a personal item that is lost or damaged at school, encourage your student to alert a teacher, Administrator, or Front Office staff immediately.

While an investigation *may ensue,* **the above team may not have the capacity to investigate theft of personal items brought from home in real time. And, the student may not recoup their items or the cash value.**

ATTENDANCE

Attendance Expectations

Students are expected to attend school daily. Research shows consistent daily attendance is critical for a student's academic success and social-emotional development. The State of California **considers a student who has missed more than 10% of school days to be chronically absent. This is equivalent to about 18 absences.**

Excessive absences will result in a parent conference at which point an attendance contract will be signed. Parents are asked to make appointments for their students outside the school day whenever possible. California Education Code section 48205 specifically states the documented reasons for which a student's absence may be excused legally from school.

While the following are the most common, the full list of reasons can be found when consulting California Education Code section 48205.

- Personal illness or injury (with a doctor's note)
- Quarantine under the direction of a county or city health office (documentation needed)
- Medical, dental, or chiropractic services. (with a doctor's note)

- Attendance at funeral services for a member of the immediate family
- Jury duty
- Pupil is the custodial parent of a child who is ill or has a medical appointment during school hours (with a doctor's note)
- Justifiable personal reasons, including, but not limited to, an appearance in court, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, when the pupil's absence has been requested in writing by the parent and approved by the principal or designated representative
- For the purpose of serving as a member of a precinct board for an election

Reporting Absences

Attendance will be taken electronically during the first ten minutes of every period. If a student is not in class they will be marked absent; families will receive a message during the day if their student(s) is marked absent. Please keep phone numbers current so that you receive accurate information about your child's attendance.

REPORTING AN ABSENCE

Notify the office of an absence **by email** by 8:00 a.m. at lsmith@envisionacademy.org to report the absence. It is helpful to type "Absent-Student Name" in the subject line for line of sight.

Excused Absences

Parents/guardians must notify the school of the reason for a student's absence and submit any required official documentation within **24 hours** of the student's return to school. Absences that are not cleared within this timeframe will remain **unexcused**.

Please note that an absence being marked as **excused** does **not** remove it from the student's attendance record or reduce the total number of days missed. All absences—whether excused or unexcused—count toward a student's total absences, and excessive absences may result in the student being identified as **chronically absent**.

ATTENDANCE TERMS

Absences	Under California Education Code, student attendance is carefully defined to ensure compliance with the state's compulsory education laws. An **unexcused absence** is recorded when a student misses a full day of school without a valid, state-recognized excuse, such as illness, medical appointment, or bereavement.

Truant	A student is considered **tardy** if they arrive more than 30 minutes late to class or leave school more than 30 minutes early without an acceptable excuse. Any combination of three unexcused absences, tardies, or early departures in a single school year classifies a student as a **truant**, triggering mandated school notifications and interventions.
Chronically Absent	Continued violations may escalate the designation to **habitual truant** or **chronically truant**, depending on the frequency and percentage of missed instructional time. These definitions aim to promote regular attendance and provide clear guidelines for when schools must intervene and support students and families in addressing attendance barriers.
3 Absences	After **3 full-day unexcused absences** (or the equivalent in unexcused tardies or early departures), the student will be considered a **truant** under California Education Code §48260.
Attendance Follow-Up	**Parent/Guardian Notification** A written notice will be sent home informing the family of the absences, the legal obligation to attend school, and potential consequences of continued truancy. **Student/Family Conference** The school will contact the parent/guardian to schedule a meeting or phone conference to discuss the reasons for absences, identify supports or interventions, and create an Attendance Improvement Plan (AIP) if needed. **Monitoring and Support** The school will continue to monitor attendance and provide appropriate support services, which may include counseling, academic interventions, or referrals to community resources.
Continued Unexcused Absences	Continued unexcused absences (beyond 3) may result in a referral to the School Attendance Review Team (SART) and/or the School Attendance Review Board (SARB) in accordance with state law and district policy.
Leaving Early	In California, the Education Code clearly states that **three instances of an unexcused tardy—meaning the student is more than 30 minutes late to class or leaves early by more than 30 minutes—are treated the same as three unexcused full-day absences**. When either of these occurs, or any combination of the two adds up to three, the student is considered **truant** und **Education Code § 48260.**

Saturday School	Saturday School will be assigned to students as an opportunity to recover instructional hours missed during the regular school week. **For every hour of school missed, Monday through Friday, the student is required to make up an equivalent hour in Saturday School.**

All absences will be indicated on the semester report cards.

ATTENDANCE INCENTIVES

Grade levels and individual students who meet stated attendance goals will be recognized and granted special privileges throughout the year.

Tardy Policy

MORNING TARDIES

All students who are late in the morning must check in at the front office by entering the Webster Street doors to receive a tardy pass. Morning tardies are only excused with a doctor's note on medical office stationery (or other official documentation that would accompany one of the types of excused absence outlined in California Education Code section 48205). Students who are regularly more than thirty minutes late will receive a Tardy Truant; excessive records of Tardy Truant will result in the same progressive support that would accompany excessive absences, including Saturday School, family meetings, and/or referral to Envision's Student Attendance Review Board.

Tardies Between Classes

Students who are late for other periods of the day will be marked tardy by their teacher. Tardies between classes are only excused with a pass from a staff member. All unexcused tardies will result in an unexcused tardy entered in attendance. Excessive tardies between classes will result in a progressive discipline response from administration as follows:

Between Class Tardy Consequences

5 Tardies in a Week	● Parent/Guardian phone call ● Reflection with an Administrator
Additional 3-5 Tardies	● Meeting with Counselor or Dean ● Phone call to parent/guardian

in a Week	
Continued Tardiness	Can include: ● Meeting with Assistant Principal or Principal ● In-person meeting with Parent/Guardian ● Meeting with the Student Attendance Review Board ● Assigned to Saturday School for instructional minute recovery

Skipping Class

A student is considered “skipping” if they miss more than 30 minutes of class without a documented reason. In PowerSchool, if a student never appears to class, or if they arrive to class over 30 minutes late, without a verified reason, it will be marked as an unexcused absence. Extended bathroom breaks will be considered skipping.

Leaving Early

In California, the Education Code clearly states that **three instances of an unexcused tardy—meaning the student is more than 30 minutes late to class or leaves early by more than 30 minutes—are treated the same as three unexcused full-day absences**. When either of these occurs, or any combination of the two adds up to three, the student is considered **truant** under **Education Code § 48260.**

SART to SARB Attendance Review Procedures

In California, both the School Attendance Review Team (SART) and the School Attendance Review Board (SARB) are designed to address student attendance issues, but they operate at different levels and stages of intervention. This team is also known as the Attendance Taskforce.

SART is a school-level team that meets with students and their families after early signs of truancy to identify barriers to attendance and create a supportive improvement plan. The goal of SART is to resolve attendance problems through collaboration and school-based resources before they escalate.

If attendance issues persist despite SART interventions and written notifications, the case may be referred to SARB, which operates at the district or county level. SARB is a more formal board that includes representatives from the district, social services, probation, and other community agencies, and it works to address chronic truancy with additional support or, when necessary, legal consequences. Together, these processes provide a structured approach to improving student attendance through early support and, if needed, formal intervention.

Any students who do not meet the attendance goals agreed upon during SART and/or SARB meetings, DOSA and Envision Education may make a report to Alameda County truancy agencies.

Medical Appointments for Early Release

Students are expected to **make routine medical or other appointments before or after school hours.** Since Wednesday is a minimum day, Wednesday afternoons may be the best times to make medical appointments. In the event that this is not possible, parents or guardians must phone, email, or send a note to the school office **before** students may leave the school grounds. **If a student leaves campus without checking out with the office, the absence is considered skipping and will not be excused.**

To release a child early for a scheduled medical appointment:

1. Submit a note about the appointment to the Main Office so a copy can be made and entered into PowerSchool attendance. Your child can then take the note with them to give to their teacher as to limit classroom interruptions.
2. The student will wait in the office at the agreed upon meeting time for release. **The parent/guardian must come into the office to sign the student out.**
3. If the student returns to school from their appointments, they must sign back into the office before going to class. In order to excuse the absence, a doctor's note must be provided.

Pick-Up

In accordance with California law, we are unable to release any student to an adult who is not listed as an emergency contact or authorized pick-up person in PowerSchool. To ensure we have up-to-date information, please review and update your child's emergency contacts regularly. Emergency contact individuals are not authorized to approve a student's dismissal, except in the case of an emergency and only with prior approval from school administration via a direct call. They will be contacted only if a parent or guardian cannot be reached.

For the safety of all our students, we will not release a child based on a phone call, text message from the student, or email. When picking up your child, or sending another designated adult, please make sure the following steps are followed:

- Under California law, we can only release students to adults who are listed as a primary guardian, emergency contact or authorized pick-up person **in PowerSchool.** Ensure that your child's pick-up information is up-to-date in PowerSchool to avoid any delays.
- The adult picking up your child must be **18 years or older**.
- The adult picking up your child must **present a valid government-issued ID** to confirm they are authorized to pick up your child.
- Upon arrival: go to the front office to show your valid identification, sign the child out using the "Early Release" binder located near the school entrance.

Saturday School

Saturday School is a structured, academic intervention designed exclusively for students to recover instructional minutes and credit missed during the regular school week. It is a proactive measure to support students in maintaining academic progress and meeting graduation or promotion requirements.

Students will be assigned to Saturday School by an administrator, counselor, or attendance team if they:

- Have accumulated unexcused absences, tardies, or early departures over 30 minutes, as defined by California Education Code §48260.
- Need to recover instructional minutes due to unexcused absences or tardies.
- Are off-track for academic credit and need dedicated time to complete required coursework as assigned by a School Counselor.

STUDENT HEALTH AND WELFARE

Meal Service

DOSA provides **free breakfast and lunch daily for all students**.

Middle Grades	High School
Breakfast is served from 8:00-8:25 a.m. daily.	
Lunch is from 11:34-12:09 on Mondays, Tuesdays, Thursdays, and Fridays. A Nutrition break is from 10:40-10:52 a.m.	Lunch is from 12:30 to 1:00 p.m. on Mondays, Tuesdays and Fridays; and, from 12:35-1:10 on Thursdays.
Lunch is available at 1:00 p.m. on Wednesdays.	

While all students have free breakfast and lunch available to them each day, all families have to complete and return the **Mandatory Family Information Form**, which is available in your registration packet and the Front Office.

Emergency Contact Forms

Each student must have up to date emergency contact information at all times. An Emergency Contact form was completed during the registration/re-enrollment process. The form will be kept on file in the school office. Please keep this information updated throughout

the year to assist us in helping your children! Parents/guardians will fill out an emergency contact form during student lead conferences

Emergency Preparedness

An Emergency Action Plan for all Envision Schools governs what happens at DOSA in the event of an emergency. The objective of the plan is to provide effective action to minimize injuries among students and school personnel in case of disaster during school hours. The school Principal, working in cooperation with county disaster officials, will make decisions and determine actions within the framework of student and employee safety.

We understand the need parents/guardians may feel to rush to the school in the case of an emergency situation. However, we strongly discourage all parents/guardians/siblings from coming to the school if an emergency has been declared. This helps to ensure the safety of not only you but of the students and the staff dedicated to protecting them. The school will be in constant communication with all parents/guardians in the case of an emergency. Keep contact information up to date to receive the most accurate information.

EMERGENCY PROCEDURES

All students will remain on campus. Based on the nature of the emergency, students will be instructed to do one or more of the following:

1. “Stand by" means to stay where they are and await instructions.
2. “Take cover” means to protect oneself by remaining sheltered.
3. Evacuate the building and meet at approved, designated areas. Evacuation routes are posted in each classroom. Under no circumstances will teachers release their students unless given directions to do so by the Principal. Any adult calling for a student will be required to identify themself to an assigned staff member before being allowed to take a student out of school or designated safety area.

Medications and First Aid at School

Whenever possible, parents/guardians will be notified if a student requests an ice pack or has another minor health related need.

Prescribed and over the counter medication should be given at home. However, if your child needs to take medication during school hours, the school **requires** the following:

- Parents/Guardians must have a Medication Form completed by the Health Care Provider or provide a note directly from the student’s doctor. This form must be filled out each year.
- The parent/guardian must bring all medication **in its original container** to the school for dispensing. Remember to pick up your child's medication at the end of the school

year. Medication that is left after the last day of school will be disposed of regardless of the date.
- Students may not keep medication in their backpacks, desks or clothing, with the exception of students needing an Epi-pen for allergic reactions, inhalers for the treatment of asthma, or insulin for students with diabetes. For those students, there must be a completed and signed Medication Form in their file.
- **Students may not share medication with or obtain medication for other students.**

It is advised that the parents/guardians and physician fill out the School Asthma Action Plan and/or the Food Allergy Action Plan for students with either of these conditions.

Counseling Services

DOSA has partnered with approved mental health program providers. We have on-site Wellness Counselors to provide counseling, consultation, professional development, parent support, and crisis intervention for all students.

Our Wellness Team provides support services to improve students' social-emotional well-being and academic success.

Services provided:
- Short-term individual counseling
- Short-term group counseling
- Crisis counseling
- Brief Intervention Program (drugs and alcohol)
- Student workshops
- Parent workshops

ACADEMICS

Graduate Profile

VISION OF AN ENVISION GRADUATE

Graduates from Envision are lifelong learners who eagerly take on society's greatest challenges by exercising our competencies of **Critical Thinking, Leadership, Criticality, Knowledge and Love of Self and Land, Collectivism, and Self-Determination** so that the generations to come benefit from equitable, environmentally, and culturally sustaining practices. DOSA staff strive to connect learning in all general education classes to the graduate profile competencies and to use High Quality Performance Assessments (HQPA - a standard Envision uses to evaluate the quality of projects) as experiences in which students learn important content and about the competencies.

Middle Grades Competencies and Portfolio Defense Questions



Knowledge & Love of Self & Land ***(I can reflect…)***

- I can **study** and **honor** the cultural identities, histories, and relationships of the land, community, and society that I live in.
- I can **analyze** my own and other's identities, stories, and actions to identify their strengths.
- I can **demonstrate** the ability to express pride, confidence and healthy self-esteem without denying the value and dignity of others.



Collectivism
(I can collaborate…)

- **I can demonstrate** multiple approaches to solve a problem, answer a question, or meet a challenge as a group.
- **I can lead** to achieve a desired group outcome.



Self Determination
(I can take risks…)

- I can **analyze** evidence and **justify** my decisions.
- I can **apply** self directed learning for a desired outcome.
- I can **evaluate** the strengths and areas of growth in myself.



Critical Thinking
(I can think critically…)

- I can **break down** a problem, text, concept, process, or argument into smaller parts and explain them.
- I can **ask questions** that push my thinking and classmates' thinking.
- **I can generate** reasonable claims using relevant, credible evidence.



Leadership
(I can access my agency…)

- **I can actively listen** to others and their opinions with an open mind even if I disagree.
- **I can support** classmates when we need help with academic work or personal challenges.
- **I can create** original art, writing, presentations, or solutions about a topic, problem, text, concept, process, or argument.
- **I can accurately use** academic and professional vocabulary and language to support my audience's understanding.



Criticality
(I can use the inquiry process…)

- I can **read, write, think and speak**, to understand power, equity, and anti-oppression.
- I can **analyze** root causes of issues within the community and the Envision of social justice within the community.
- I can **develop** and implement a plan that **includes** those most Envisioned.

Competency	Skills	Competency	Skills
Knowledge and Love of Self and Land	• Explore my identity, history, culture, and relationship to the land I am on and that I am from, as well as to my community • Express pride and confidence in myself and others in ways that are affirming and compassionate • Analyze my own and others' lived experiences to find strengths, areas of expertise, and areas for growth • Improve through practice, reflection, gaining knowledge, and seeking help and mentorship • Apply cultural knowledge and skills to sustain myself, others, the land, and my community for generations to come	Self-Determination	• Set academic and personal goals that align with my principles, interests, and plans for the future • Make decisions about my time, resources, and relationships that help me reach my goals • Consider choices and consequences when taking appropriate risks • Learn from successes, missteps, and feedback • Make self-directed plans to achieve my learning objectives or desired outcomes • Evaluate my strengths, successes, challenges, actions, or areas for growth in order to make adjustments to my plans or actions to achieve desired results and goals
Collectivism	• Use cooperative processes to achieve collective goals and resolve conflicts • Seek ideas from diverse perspectives • Give and receive feedback to improve ideas, actions, and my community • Center vulnerable or most marginalized community members when determining solutions • Use my power and influence to positively impact others, the community, and the land • Work to solve a collective problem	Criticality	• Show respect for different cultures, belief systems, and lived experiences • Analyze how power, privilege, oppression, and resistance function in historical and current events, perspectives, and issues • Identify causes of current and historical events, issues, or phenomena • Take informed action to help my community become more inclusive and just • Examine the ways that laws, practices, language, and institutions have short and long-term impacts on the rights and freedoms of different people and groups
Critical Thinking	• Ask questions to make sense of the world around me • Consider ideas and counternarratives before accepting or rejecting them • Breakdown problems and issues into their core parts in order to understand and solve them • Evaluate the credibility of sources for accuracy, bias, and power dynamics • Form claims based on evidence, analysis, and reasoning • Use content knowledge, practices, language, and tools as well as various life experiences to create solutions to authentic problems • Gather information from a variety of reliable sources to determine multiple approaches to solving a problem, make an informed decision, assess risks, or take action	Leadership	• Listen to understand, especially to those with lived experience or who are closest to the issue • Craft my communication with awareness of purpose, audience, and conventions • Speak and write with clarity and confidence • Utilize a variety of media, including digital, to effectively share my ideas and viewpoints with the world around me • Accurately use academic, professional, colloquial, or industry-specific vocabulary and language to effectively engage an audience or increase their understanding of my ideas and viewpoints

Grading

Envision Education Practices

- At Envision, grading is not a record of how well students comply with school routines–it is a reflection of what students know and can do. Our grading system centers on students demonstrating application and mastery of clearly defined learning goals over time. It affirms that all students can succeed when given meaningful learning goals, high-quality feedback, and multiple opportunities to demonstrate their progress.
- Grades are determined through performance on a range of summative and formative assessments and aligned to grade-level standards.
- Summative assessments and unit projects are mandatory and must be made up if missed, within a time frame that is reasonable. Teachers will communicate clear deadlines and expectations for revisions and retakes aligned with grading periods.

All of the required courses at DOSA, grades 6-12, result in multiple evaluations that will be reported as a Letter Grade as follows:

- A = the grade point equivalent to 4.0 in the course
- B = the grade point equivalent to 3.0 in the course
- C = the grade point equivalent to 2.0 in the course

- NC = Insufficient Evidence or Growth Towards Standard to Earn Credit. Any mark in any course that dips below the level of “C-“ is considered NC and no credit towards graduation will be awarded

Standards-Based Grading Scale

Rubric Score	Letters	Grade Pts (non-UC GPA)	UC/CSU Grade Pts
Advanced (4)	A	4	4
Proficient (3)	B	3	3
Developing (2)	C	2	2
Emerging & Non-Passing	N.C.	0-1	0

These grading scales are based upon the levels of proficiency described for California standardized testing. As such, we strive for grades to reflect:

- A score of **4, or an A,** represents that the student has **advanced** understanding of the expectations at their grade level or course.
- A score of **3, or a B,** represents that the student has a **proficient** understanding of the expectations in their grade level or course.
- A score of **2, or a C,** represents that the student has a developing understanding of the expectations in their grade level or course.
- A score of **1, or a non-passing score (shown as NC on report cards and transcripts),** represents that the student has an **emerging** understanding of the expectations in their grade level or course.

Please note that DOSA does not assign grades of “D” or “F”.

Course grades are calculated using a weighted average of assignments based on their category. All assignments fall under these categories:

- **Mastery of Knowledge** (45% of final grade) - This is where tests, projects, and other major assignments are categorized. There are typically relatively few Mastery of Knowledge (often referred to as “MK”) assignments, so each one is particularly important to student grades.
- **Application of Knowledge** (45% of final grade) - Smaller assignments and checkpoints - often those used in the learning of the unit leading up to the final test or project - are in this category (often referred to as “AK”). There are usually more Application of Knowledge Assignments in a semester, and these can be good checks to see if a student is on track to master the content.
- **College Work Habits** (10% of final grade) - This category is where any completion-, effort-, or participation-based grades are categorized. At Envision, we value learning and believe grades should generally reflect what was learned. As a result, this category (in which there are grades that may not be centered on learning) is a relatively small part of the final grade.

High School Graduation Requirements

1. Create, present, and pass a College Success Portfolio at the end of 12th grade.

- Defense presentations also occur in 8th and 10th grade; it is required to pass these presentations at each stage in order to matriculate to the next grade level.

2. Successfully complete University of California and California State University minimum A-G subject requirements with a minimum grade of C- or higher:

- English – 4 years
- Mathematics – 3 years (4 years recommended)
- Laboratory Science – 2 years (3 years recommended)
- History/Social Science – 3 years
- World Language – 2 years (3 recommended, or through second level)
- Visual Arts and Technology – 1 year
- College Prep Elective – 1 year

3. Demonstrate college and workplace readiness:

- Successful completion of hour requirement in 11th grade Work Learning Experience
- Pass the WLE presentation in 11th grade
- Accepted to at least 1 college, university, or post-secondary program

Portfolios, Exhibitions, & Defenses

Portfolios

From the time students arrive at DOSA, they will begin to collect artifacts of their learning and growth in each of our six core competencies. Students will reflect on each artifact and keep a record of their learning in a digital portfolio (Google site) that they will create and maintain through core classes and advisory. A student portfolio is a required element of the portfolio defense system at Envision. At least three artifacts in a student's portfolio must be high-quality performance assessments from three different core content areas (ELA, history, math, or science) and must meet Envision's standards for High-Quality Performance Assessments (HQPA).

Exhibitions

Students will participate in a major exhibition of learning each year. Student attendance is mandatory at all of these exhibition events. One of the most significant exhibitions of learning

is the 11th Grade Work Learning Experience (WLE) Exhibition, which is mandatory for all 11th grade students.

Defenses

In order to be promoted from 8th grade to 9th grade, all 8th graders must pass their promotional defense by the end of 8th grade. In order to be promoted to the Upper Division/11th grade, each 10th grade student (regardless of transfer status) must successfully complete and pass a Benchmark Portfolio defense at the end of the year. In order to graduate from DOSA, each 12th grade student must successfully complete and pass the Capstone Portfolio Defense.

Based on the high stakes nature of these portfolios and defenses, it is important that families become community members and participate by attending and supporting the defense and exhibition process. Information on opportunities to support the exhibition process will be communicated later in the school year.

Academic Progress Reports and Transcripts

DOSA informs students and parents/guardians of their or their student's academic progress at the end of each quarter and officially at the end of the semester. The primary way we do this is through parents and students being able to check PowerSchool to see grades at any time; parent and student logins for PowerSchool will be distributed at the beginning of the school year. If at any point a student or family has questions about their PowerSchool access, please contact the office. In addition, progress reports will be emailed and/or mailed home after each quarter (see dates in the table in next section). Note that quarterly progress reports are not "final" grades that ultimately appear on student transcripts. Students will review and reflect on their academic progress weekly in advisory. They also review their progress with parents/guardians more formally during Student-Led Conferences held mid-semester. During the conference, copies of mid-term grade reports are distributed.

Homework, Make-Up Work, Revisions, & Late Work

Teachers may give assignments that will need to be completed at home; these can range from daily assignments to longer-term projects. Studying at home for tests and assessments is also an important skill that students should build during middle and high school. The school will also ask teachers to be as communicative as possible with parents, guardians, and families about homework assignments and policies via the course syllabus for each subject.

Our goal is to prepare students to be productive and responsible human beings and part of that process is accountability for their school work, whether it be in-class work, homework, make-up work, revisions or late work. Students are encouraged to build the habit of completing work on time and communicating frequently with their teachers about their progress or advocating if they need additional time before the deadline has arrived. Not

turning in work results in a lack of evidence to determine student academic growth and may adversely impact their grades. While teachers share the responsibility of student success and follow-through, it is also up to students to actively communicate with their teachers when it comes to completing, making up, or revising assignments.

Schoolwide Late Work Policy

Students are expected to complete work by the date that teachers set. Teachers are expected to clearly and explicitly communicate the due date verbally and in writing in the printed assignment, on the whiteboard, or in Google Classroom. At their discretion and as communicated in course syllabi, teachers may assess a late penalty on work turned in after the posted deadline. In addition, the teacher is expected to communicate with a student when they have not turned in an assignment. If students are unable to meet a deadline, they should communicate with their teacher as soon as possible with their rationale and a request for an extension. **Ultimately, late work can be accepted at the teacher's discretion, and not all assignments are able to be made up.** In general, late work is not accepted after the end of the quarter; note end-of-quarter dates below:

Academic Quarter	End of Quarter Work Deadline	Anticipated Progress Report Mailing Date*
Q1 - August 18 to October 10	October 10	Week of October 20
Q2 - October 13 to December 20	December 20	Week of January 20
Q3 - January 12 to March 6	March 6	Week of March 16
Q4 - March 9 to June 9	June 9	Week of June 16

*Dates are subject to change.

Academic Support

PowerSchool is our online attendance and grade-keeping tool that allows our faculty and families to quickly and accurately search student records. We encourage families and caregivers to use PowerSchool to check the status of a student's grades, attendance, and assignments.

Office Hours

In college, professors hold "office hours" to help students on an individual basis. At DOSA, many teachers may offer times to meet with them for extra support. Students may also speak with their teachers to schedule time before or after school to get additional help, depending on teacher availability. If a teacher requests that your student(s) attend office hours with them, it is strongly recommended that they do so! The request is rooted in care and a desire to

support your student(s) to reach their full academic potential.

Intervention

In high school, all students will have a one hour block on Thursday morning called Intervention. In this time, students will report to their Advisory teacher's classroom and work on math or English intervention programming offered through IXL - an adaptive online platform that will customize learning to student needs. This tool may also be used in other classrooms and can be accessed at home.

In middle grades, students have access to Lexia for English intervention and IXL for math intervention. While there is no set Intervention period in the schedule, middle grades students will use these platforms in their core classes, Advisory, and at home.

If you are concerned about your student's progress, please reach out to their Advisor to see what other supports may be available.

Technology & Network Acceptable Use

Acknowledging the need for technical skill in today's world, Envision Education provides students access to its schools' electronic network, computer systems, peripherals, and related technology equipment for educational purposes. The network includes Internet access, computer services, videoconferencing, and electronic communication. The purpose of the network is to allow students to complete academic work, conduct research, create projects, share, and communicate while preparing them for success in college and work in the 21st century. The network provides students with electronic access to a wide range of information and the ability to communicate with people throughout the world. The full policy is included in Appendix A for your reference. Additionally, the Envision Education Technology and Network Student Acceptable Use Agreement is included in the forms section of the Student Handbook. Note that students may only use school-provided devices (Chromebooks) to engage in work while on campus.

High School Workplace Learning Experience (WLE)

In 11th grade, all students participate in the Workplace Learning Experience (WLE). For one full week during the spring semester (Mon-Fri), instead of coming to school, they go to an internship site for the entire day. To secure the internship, students write resumes and cover letters and practice interview skills. We encourage them to seek an internship in a field of interest, and the WLE helps many students identify their ideal career (or one they don't want!). During the internship, students work with a mentor and complete a project with measurable outcomes. Afterwards, they present their experience in a public exhibition. It's a powerful experience that equips students with job search practice, self-confidence and first-hand exposure to a career field. Direct any questions about the WLE to our College and Career Center.

High School College & Career Counseling

DOSA's College and Career Center is located on the second floor and is staffed by a full time College Counselor and a full time Career Advisor. Their key responsibility is to assist students with high school academic choices and post-high school planning. Students and/or parents/guardians may request an appointment to discuss graduation status, college entrance and placement tests, college and financial aid applications, work-based learning, internships, and career planning. Our College Counselor and Career Advisor also push into classes at key grade levels to provide key information to all Envision students.

Academic Integrity Policy

DOSA takes academic integrity seriously. Plagiarism and cheating of any kind are not permitted. Students may not look at and/or copy from the test, assignment, or digital work of another person or tool. This includes attempts to improperly pass off work done by an Artificial Intelligence tool like ChatGPT as one's own. Neither are they to let anyone look at and/or copy from their own test, assignment, or digital work. Students may not offer verbal help or pass notes to other students regarding a test or complete the work of another student. It is the responsibility of the DOSA community to uphold the DOSA community norms regarding plagiarism. By signing the handbook, DOSA students make a commitment to completing their own work and maintaining high standards of integrity for the good of the community.

Appropriate Use of Generative AI Tools

While generative Artificial Intelligence (tools like ChatGPT, Grammarly, and others) can be incredibly useful for students and professionals, DOSA is committed to supporting students to develop their own voice and critical thinking skills across subject areas. Therefore, students may not use AI to complete any form of academic work unless given explicit instructions by a teacher; it is the stance of DOSA that the use of Artificial Intelligence tools can hinder student development in these and other areas. Teachers may request a conference with a student and administrator when the inappropriate use of Artificial Intelligence tools is suspected (i.e. an entire response pasted into the document all at once; a high score on an AI detector; or if the assignment does not match student writing styles previously observed by the teacher).

Procedures

1. Students will sign the handbook at the beginning of each school year
2. In incidents of suspected cheating or plagiarism:
    a. If a student is caught cheating at the moment (i.e. with a "crib sheet" or in looking at another student's work on a test), the assignment will be taken from the student at the teacher's discretion.
    b. If a student is suspected of plagiarism after the fact (i.e. a teacher is grading and suspects inappropriate use of AI or notices copied work), the teacher will schedule

an individual meeting with the student(s) in question in order to learn more about the incident.

3. Students involved in cheating or plagiarizing will receive a grade of "NC" or zero for the test, quiz, or assignment. Parents/guardians will also be contacted by the teacher and the student will be referred to administration. Multiple incidents of plagiarism or violation of our academic integrity policy may result in escalated consequences.
4. Students who believe they have been accused in error may request a meeting with the administration team, the teacher, and/or their family.

High School Work Permits

By California State Law, all students under the age of 18 are required to have a work permit for afterschool and weekend jobs. While we recognize that many students desire to find part-time work, as a school we must hold academic performance and progress as a priority; a student must be in good academic standing in order to receive school approval for a work permit. Permits may be obtained from the California Department of Education website. During the school year, students may work a limited number of hours, determined by their age. A parent's signature is required on the application for a work permit before the permit is issued. Students should check in with the Career Advisor in the College and Career Center for more information. Please allow at least 2-5 business days for the processing of work permits. For more information visit the California Department of Education's Frequently Asked Questions - Work Permits section.

STUDENT SUPPORT AND DISCIPLINE

Classroom Management

DOSA knows that consistency is key in developing positive student behavior. Therefore, every classroom will have some form of this classroom management plan before intervention by Administration at Step 3.

Step 1: Verbal/Non-verbal Reminder
Step 2: Reflection Conversation
Step 3: Parent/Guardian Contact
Step 4: SST/Intervention

Classroom Expectations

Students are expected to enter classrooms prepared to follow all classroom procedures. **Teachers will clearly articulate their expectations and particular classroom procedures in the first two weeks of school.** Students can show our core value of **Community** by being attentive and respectful while a teacher or student is speaking; by engaging in work and respectfully advocating for themselves when needed; and by doing so in a way that contributes to a productive learning environment. DOSA knows that consistency is key in developing positive student behavior. Therefore, students should expect that their teachers will engage in mitigations in their classes that may include verbal or non-verbal warnings (like eye contact of physical proximity); individual reflections or conferences; and contacting family. When in-class mitigations of behavior are not effective, a referral may be made to administration.

Schoolwide Classroom Expectations
There are some school-wide expectations that are in place in all classrooms. These are as follows:

- Students are not permitted to leave the classroom during the first or last ten minutes of class.
- When students ask and receive permission to leave class (to use the restroom, get water, etc.), they must take a pass with them.
- To preserve clean and orderly learning environments, no eating or drinking is permitted in class. Water is OK, unless the student is using technology.
- Per Education Code §48901.7, cell phones or personal electronics are not allowed to be used during class; they must be turned in at the beginning of the day (for Middle Grades students) or in each class period (for High School students).

Classroom Breaks
Students are expected to be mindful of the best times to take a restroom or personal urgency break. If a student needs to step out of the classroom, they must:

1. Discretely inform the teacher
2. Sign out of the class on the provided sheet
3. Take the pass and go to the restroom or office
4. Return to class and sign back in
5. Return pass to where it belongs

Students are expected to return to class within 3-5 minutes. Excessive time out of class may result in a referral to administration.

Code of Conduct for All Community Members

All students and staff of DOSA make the following commitments for a safe community:

Respect

- We treat one another with dignity and respect – with our words, actions, bodies and social media activity.
- We respect each other's learning and the learning environment.
- We give respect to all of the people on our campus. If we disagree, we resolve the conflict in a timely conversation.
- We actively listen to one another with an open mind.
- We respect our learning time and our belief in creating strong relationships by:
- We consume food and drinks at appropriate times and in appropriate places.
- We use language that demonstrates academic identity and promotes safety, learning, and growth.
- We respect each other's personal space by not engaging in play fighting or public displays of affection.

Growth

- We know, model, and exceed expectations. When we know better, we do better.
- We take chances, embrace failure, own our mistakes and use them as opportunities to grow.
- We create original work and cite sources when referencing the work of others.
- We strive to show growth as empathetic members of our community.
- We welcome feedback and revise our work, beliefs, attitudes, and actions.
- We participate in restorative conversations to build our relationships and contribute to making our school a safe, loving, supportive place for all.

Justice

- We celebrate each other's wins and growths.
- We take responsibility for our actions, correct our mistakes, and make amends.

- We refrain from copying or plagiarizing others' academic work.
- We call out, in appropriate ways, injustice when we see it.

Community

- We look for and create moments of joy and joyful rituals in classrooms and community.
- We lift up and support each other by building positive relationships.
- We act as upstanders, not bystanders.
- We take proactive steps to keep our community safe.
- We peacefully resolve conflicts and keep our community safe and free from harassment, violence, and bullying- online and in person.
- We take care of our community environment by respecting personal and school property, and putting all trash in the appropriate bins.
- We keep our community members safe by walking on campus and storing skateboards, bikes, scooters, etc. in designated spaces.
- We remove earphones from our ears in common spaces, in order to remain aware of our surroundings and any potential safety situations.
- We wear clothing that keeps us all emotionally and physically safe.
- We actively contribute to making our community better than we found it.
- We look for opportunities to help others.
- We refrain from using profanity in or around our school building.

Self-Discipline

- We make choices that provide access and opportunity.
- We keep ourselves focused on the learning we are here to do, and on the relationships we are here to build.
- We follow through on our commitments.
- We take initiative. We ask for what we need. We do what needs to be done.
- We invest in our futures by refraining from drugs and alcohol
- We show up ready to learn, on time, and prepared.

Dress Code Expectations

It is the policy of DOSA that the student and their parent/guardian hold the primary responsibility in ensuring the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, bookbags) are aligned with appropriate school dress code.

- We believe students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming; students have the right to be treated equitably.
- Dress code enforcement should not and will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender

nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Students and staff are responsible for managing their personal distractions.
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:
- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.)
- Footwear

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity, science, workplace learning, or CTE courses).

Students may **NOT** wear clothing, jewelry, or personal items that:
- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use or promotion of weapons, drugs, alcohol, tobacco, or drug paraphernalia
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups
- Intentionally show private parts (i.e. nipples, genitals, buttocks); clothing must cover private parts in opaque material
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose)
- Demonstrate gang association/affiliation

Attire worn in observance of a student's religion is not subject to this policy.

Enforcement

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. A student may also be instructed to leave their classroom briefly to change clothes. An Administrator will notify a student's parent/guardian of the school's response to violations of the student dress policy.

Restorative Practices

Restorative Practices is an approach to school culture and discipline that focuses on repairing harm before assigning punishments. Teachers and students who are in conflict have a conversation about how their actions affect each other and what they can do to fix the

situation. The method reduces punitive discipline and builds relationships that feed a positive school culture.

DOSA strives to use restorative practices whenever appropriate and feasible. We believe that students can learn from mistakes and that the goal of the adults on campus should be to focus on **restoring harm caused between community members** whenever possible. Restorative consequences may include individual written reflection or assignments; essays or presentations about harm done or dangers posed by the behavior that merited the consequence; and conversations with impacted parties in which all involved are asked to take responsibility for the impact of their actions and make a commitment for moving forward. There may be incidents that, based on California Ed Code, may merit additional and more severe consequences (see "Suspension and Expulsion Policy" below).

Ladder of Consequences

This ladder of consequences guides responses to student behaviors in alignment with California Education Code 48900 (suspendable offenses), emphasizing intervention and restorative responses before exclusion. The chart below is not exhaustive or linear. Behaviors are categorized as **Classroom Managed or Administration Managed** with suggested responses.

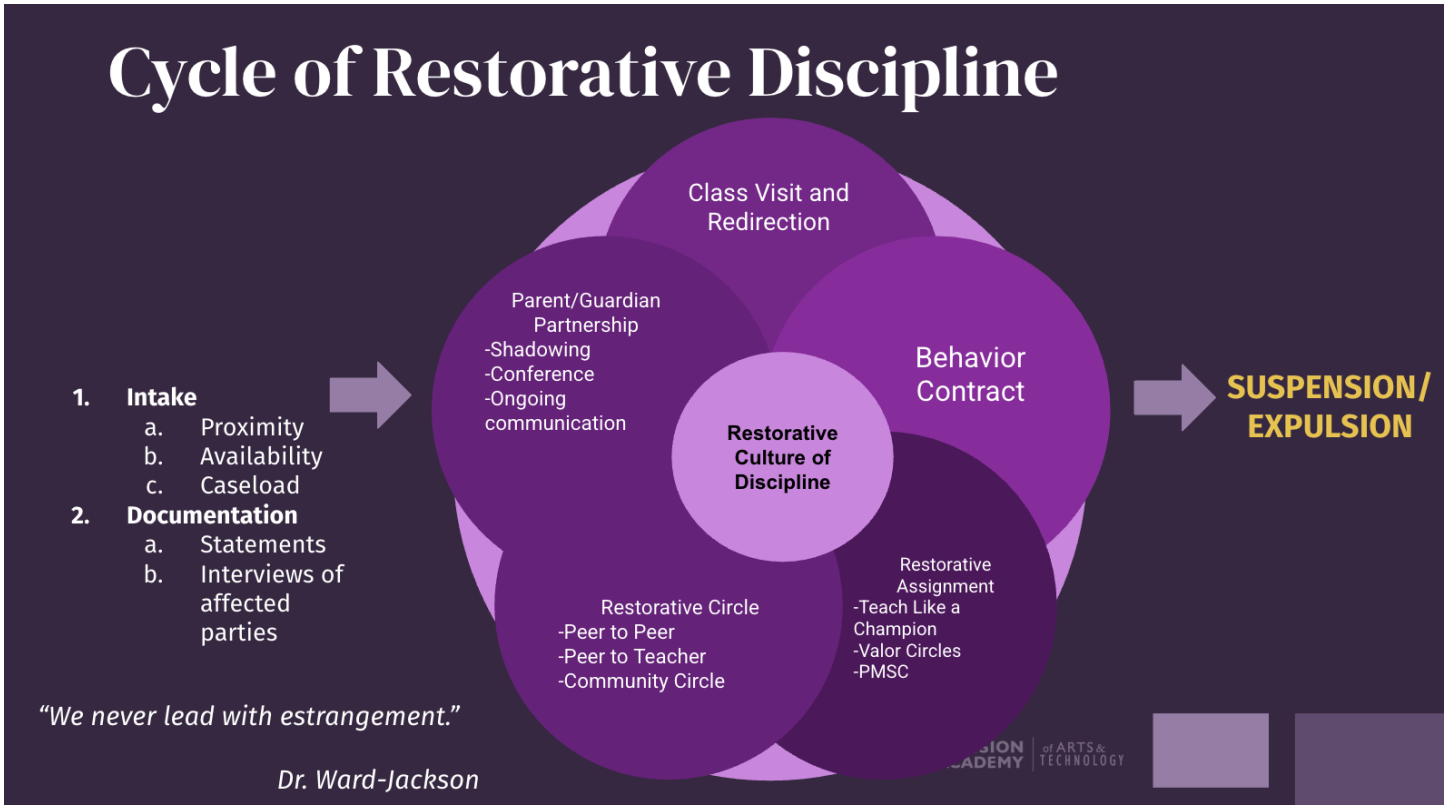
Ladder of Consequences		
Category	**Examples of Behaviors**	**Possible Responses/Interventions**

Classroom Managed	• Not prepared
	• Out of seat
	• Breaking pencils
	• Not following directions
	• Playing in/on desks
	• Not/refusing to do classwork
	• Sleeping
	• Not listening
	• Leaning in a chair
	• Crawling on floor
	• Not taking responsibility for actions
	• No Homework submissions
	• Tardiness
	• Calling out
	• Inappropriate language not directed at staff
		• Warning
		  ○ Eye contact
		  ○ Proximity
		  ○ Verbal
		• High levels of supervision
		• Real time feedback
		• Discussion about expectations
		• Pre-teaching of expectations
		• Re-teaching of school rules/ expected behaviors
		• Link rewards to appropriate behaviors
		• Commitment to call home
		• Private conversation/check-in/reflection

Ladder of Consequences		

Administration Managed	• Repeated/pervasive behavior from above that does not change after multiple teacher mitigation attempts
	• Fighting
	  ○ Physically on-campus
	  ○ Off-campus impacting school safety
	• Theft from a student or staff member
	• Assault causing serious injury
	• Possession (drugs, alcohol, vapes, drug paraphernalia, intent to sell, etc.)
	• Bullying (verbal, digital, social media)
	• Threats (verbal, physical, with weapon)
	• Severe or repeated hate-based harassment or intimidation
	  ○ With clear harm intent
	  ○ Without clear harm intent
	• Leaving campus without permission
	• Use of racialized or sexualized language (non-violent)
	• Dress code violations
		• Restorative conversation/conference with harmed parties
		• Restorative circle
		• Family communication and meeting
		• Short-term loss of privileges or community service
		• Suspension consideration per Ed Code 48900
		• Behavior contract
		• Referral to counseling and support services
		• Immediate removal from school environment (suspension/expulsion recommendation)
		• Law enforcement notification if necessary
		• Comprehensive reentry planning with restorative focus

Every incident is reviewed case-by-case, considering context, intent, and impact on the community.



Bullying

Bullying is a major concern for students and families. We commit to proactively working to create a communal and caring atmosphere and culture, but also responding quickly should incidents of bullying arise. The table below is not exhaustive.

LEVEL ONE					
The following behaviors may be preceded by: • Warning • Mediation • Restoration					
Physical Bullying Harm to someone's body or property		***Emotional Bullying*** Harm to someone's self-esteem or feeling of safety (including social media)		***Social Bullying*** Harm to someone's group acceptance (including social media)	
Verbal	**Nonverbal**	**Verbal**	**Nonverbal**	**Verbal**	**Nonverbal**
• Expressing physical superiority • Blaming the victim for starting the conflict	• Making threatening gestures • Defacing property • Pushing/shoving	• Insults • Calling names • Teasing about possessions, clothes, and physical appearance	• Giving "dirty looks" • Hand signals and insulting gestures	• Gossiping • Spreading rumors • Teasing publicly about clothes, looks, relationships/fr	• Excluding them from a group

	● Taking small items from others			iendships	
LEVEL TWO					
The following behaviors may be: ● Subject to referral ● Subject to suspension ● Against California law					
Physical Bullying Harm to someone's body or property		***Emotional Bullying*** Harm to someone's self-esteem or feeling of safety (including social media)		***Social Bullying*** Harm to someone's group acceptance (including social media)	
Verbal	***Nonverbal***	***Verbal***	***Nonverbal***	***Verbal***	***Nonverbal***
● Threatening physical harm	● Damaging property ● Stealing ● Instigating fights ● Pushing, tripping, or causing a fall ● Assault	● Insulting family ● Harassing with phone, calls or texts ● Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation	● Defacing school work or other personal property, such as clothing, locker, or books	● Ostracizing using notes, text messages, social media, etc. ● Posting slander in public places	● Playing mean tricks to embarrass someone
LEVEL THREE					
Physical Bullying Harm to someone's body or property		***Emotional Bullying*** Harm to someone's self-esteem or feeling of safety (including social media)		***Social Bullying*** Harm to someone's group acceptance (including social media)	
Verbal	***Nonverbal***	***Verbal***	***Nonverbal***	***Verbal***	***Nonverbal***
● Harrassment ● Extortion ● Violent threats	● Destroying property ● Setting fires ● Physical cruelty ● Repeatedly acting in a violent,	● Harassing you because of bias against your race, color, religion, ethnicity,	● Destroying personal property, such as clothing, books, jewelry ● Writing graffiti with	● Enforcing total group exclusion against someone by threatening others if they do not comply	● Arranging public humiliation

	threatening manner ● Assaulting with a weapon	gender, disability, or sexual orientation	bias against someone's race, color, religion, ethnicity, gender, disability, or sexual orientation		

*Source: US Department of Education. *Exploring the Nature and Prevention of Bullying*. Washington, DC: Office of Safe & Drug Free Schools.

Suspension & Expulsion Policy

When student behavior moves far beyond the DOSA Code of Conduct, Envision Schools Suspension and, if appropriate, Expulsion Policy will be followed. This Policy is in line with California Education Code (Ed. Code) Section 48900, which outlines the offenses for which suspension can be assigned and/or expulsion can/must be recommended.

When dealing with behavior violations, the principal or designee may use their discretion to provide alternatives to suspension or expulsion.

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

Please refer to the California Department of Education website for more details.

Alcohol & Drug Policy

The following applies from the moment a student leaves home for school, is at school, and travels home from school.

Possession, sale, distribution or use of any alcoholic beverage, controlled substance, imitation controlled substance, marijuana, or tobacco (including vape products of any of the above) on school property, at your internship, or any school-related event is cause for immediate removal from the class or activity and referral to the administration. It will result in suspension or expulsion, as per California Education Code Section 48900.

If a student appears or smells as if they are under the influence of alcohol or drugs, the following mitigations may take place to ensure school safety and student well-being:

- The student's backpack and pockets may be searched by school administration;

a suspension will be issued if a student is found to be in possession of a controlled substance.
- The student and school administration will contact a parent/guardian to explain the context.
- A restorative assignment may be given to the student to complete depending on the severity of the incident.
- Administration may assign a suspension if a student is deemed to be under the influence.

If a student is in possession of drugs/alcohol/paraphernalia, including large amounts for consumption, packaging and/or distributing, the student may be suspended or recommended for expulsion, per Education Code.

Gambling

Given the age limits on gambling, risk of addiction, and threat it poses to a positive culture and learning environment, gambling of any kind - or engagement in games commonly associated with gambling (i.e. poker, craps, etc.) - is not appropriate for a school environment and is not permitted anywhere in or around the school building before, during, or after school. If students are found to be engaged in gambling or gambling-associated activities, they will be referred to administration and need to complete a restorative assignment. Repeated offenses can ultimately result in suspension.

ATHLETICS & CLUBS

Athletics

DOSA has many extracurricular activities and clubs. Students are highly encouraged to participate in extracurricular activities and clubs and to even form new clubs that align with and promote their healthy interests.

Rules and Regulations for Panther Athletics Program Participation

The mission of the Athletics Department is to allow student athletes the opportunity to compete at the highest level in their respective sport. We require our student athletes to be lifelong learners in the classroom and in competition. We expect our student athletes to be exemplary ambassadors of DOSA by providing outstanding citizenship on and off campus. Our goal is to promote the growth of character development & leadership training through Panther Athletics, while providing exciting games and fun for our student body and fans.

All student athletes and families who choose to participate in our Athletics department must abide by the policies outlined in the **Athletics Contract** which outlines:

1. Code of Ethics
2. Team Eligibility
3. Equipment and Supplies

Any violation of the following rules and regulations will result in the suspension of the athlete's eligibility pending a review and final determination from the Dean of Students and/or Principal. During the review period, the student-athlete will be ineligible to practice, travel, or participate in any games or scrimmages with the team. Student-athletes can petition to be reinstated by requesting an appeal from the Athletic Director and Administration. If a student receives reinstatement any violation of the new reinstatment contract may result in separate consequences from the school administration. The school administration has the discretion to declare any member of any team, or their respective parents/guardians, ineligible to participate due to poor citizenship.

ATHLETICS

Code of Ethics

It is the duty of all concerned with athletics to emphasize the proper ideals of sportsmanship, ethical conduct and fair play. Athletes and parents/guardians are expected to respect the integrity and judgment of the officials, to show courtesy to the visiting team, and to recognize that an athletic contest is only a game, the purpose of which is to promote the physical, mental, moral, social and emotional well-being of the individual athletes.

Athlete's Code

1. I will follow all school rules and procedures while involved in Panther Athletics; I understand that I represent my school at all times. As stated in the DOSA Handbook and Code of Conduct, I will refrain from the use of drugs and alcohol, I will refrain from bringing drugs or alcohol or paraphernalia on school campus, and I will refrain from participating in any gang related activity, and I will refrain from fighting or bullying at school or any school sponsored event.
2. I will emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
3. I will show courtesy to the visiting teams and officials; I will accept the decision of all officials and/or referees.
4. I will understand thoroughly and follow the rules of the game.
5. I will remember that an athletic contest is only a game.
6. I will refrain from the use of profanity or "trash talking".
7. I will give respect to my coach, who is the sole instructional authority for my team. I will discourage fans, fellow students, and parents/guardians from undercutting my coach's authority.
8. I will not criticize my teammates.
9. I will refrain from any activity that may incite spectators.

Athlete's Parent's Code

1. I will emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. I will remember that an athletic contest is only a game.
3. I will show courtesy to visiting teams and officials.
4. I will not address playing time nor dictate playing time to the coaching staff.
5. I will not criticize officials, direct abuse or profane language toward them or otherwise undermine their authority.
6. I will not indulge in criticism that would undermine the authority of the coach. I will direct all of my criticism to the proper school administrative authority.
7. I will keep a positive outlook on the school's athletic program. Constructive criticism for the program will be directed to the Athletics Director or to the school administration.
8. I will request a meeting with the Athletics Director if concerns arise regarding operational team practices.
9. I will not enter onto the field or the court, stand on the sidelines, or yell from the bleachers to the coach or provide instructions for my child or other members of the team.
10. I will comply with team discipline practices that are in line with school policies (i.e. detentions, referrals and suspensions)

Team Eligibility

In order to be eligible to participate in sports, the student must:

- Be enrolled as a full-time student
- Maintain a 2.5 grade point average
- Must participate in all team practices (unless the student provides a doctor's note).
- Come to school every day and on time.

Students also must attend Study Hall or Office Hours until the grade has changed from NC to a passing grade and continue for academic growth. PowerSchool must reflect passing grades for a student-athlete to be eligible to play.

Equipment and Supplies

Each student is responsible for returning all equipment and uniforms issued to them at the conclusion of the playing season. Any damage, misuse or loss of equipment or uniforms will result in repayment of the cost of items.

Clubs

At DOSA, we believe in the power of student voice and leadership. Our student clubs are student-initiated, inclusive spaces where individuals come together around shared interests,

cultures, causes, and creative expression. Clubs are a vital part of our school community, offering students the opportunity to explore passions, develop leadership skills, and build authentic relationships beyond the classroom.

All clubs must:

- Be open and welcoming to all students
- Meet regularly with clear agendas and goals
- Maintain communication with their advisor
- Uphold school values, including respect, inclusion, and academic integrity

FORMS

In the following pages, you will find various forms to review, sign, and return if they are applicable to your student. Printed copies will be provided to all students.

- **Handbook Acknowledgement Form** (all must sign)
- **Envision Education Media Release Form** (all must sign)
- **Envision Education Mandatory Family Information Form** (all must complete and return)
- **Envision Education Technology and Network Student Accept Use Agreement** (all must complete and return)
- **Off-Campus Lunch Opt-Out Form** (sign and return if you **do not** want your child to leave campus during lunch)
- **Day Field Trip and Transportation Form** (sign and return if you give permission for your child to take short walking field trips during the school day)
- **Envision Education Medication Authorization Form** (sign and return if your child takes prescription or over-the-counter medication at school)
- **Envision Education Medical Statement to Request Special Meals and/or Accommodations** (sign and return if your child requires medical meal accommodations)

Student's Name _____ Grade: _____

Advisor's Name: _____

DOSA Panther Handbook Acknowledgement Form 2025-2026

Please sign and return to the front office.

Dear Parent/Guardian,

The DOSA Student & Family Handbook contains important information about our policies, procedures, rules, and expectations. It is essential that both students and parents/guardians read and understand the contents of the handbook to ensure a safe, respectful, and productive learning environment.

- I have received and reviewed the DOSA Student & Family Handbook.
- I understand that it is my responsibility to read the handbook and become familiar with the rules, policies, and procedures contained within it.
- I agree to support my student in following the rules, policies, and procedures outlined in the handbook.
- I understand that the school may update policies as necessary, and I will be informed of such changes.

_____ _____

PRINT Student Name Student Signature

_____ _____

PRINT Parent/Legal Guardian Parent/Legal Guardian Signature

Date_____ Grade_____

The Handbook and Agreements are available on the website, available in hardcopy and in translation upon request.

Envision Education Media Release

Media Information
From time to time, the media (newspaper, radio, television) may visit your campus to photograph, tape record, videotape or write stories of general public interest. Envision Education also regularly takes pictures and video of students involved in various school activities and publish these images in its own newsletters, public relations and professional development materials. You have the right to withhold consent. Therefore, we request you sign and return this form to the school office.

Parental/Guardian Consent
I consent to the use of my child's name, photograph, video, audio, or other recordings, school work, and interview comments, for the educational and promotional purposes of Envision Education. I understand this consent includes but is not limited to use of such materials in press releases, publicity materials, newsletters, web sites, computer software, slide shows, and audio/video presentations. I understand that a likeness of my child may be reproduced or created digitally or transformed into an electronic format to which the general public may have access. I further understand that Envision Education is unable to exercise control over the persons who may view and copy ("download") my child's likeness and the uses to which such persons may put such information.

It is understood that photographs or recordings may be taken at any time during the school year while my child is enrolled and may be taken in the classroom or during any school-related activity. It is agreed that I may inspect or view these materials upon request while they are in the possession of Envision Education.

It is further agreed that neither my child nor I shall have any right, title or interest in the photographs, recordings, or other materials that may include my child's name or likeness which are created by Envision Education and Envision Education' employees or agents. I on behalf of myself, my child, our heirs, executors, and assigns agree to release and hold harmless Envision Education, its officers, employees, and agents for any and all liabilities, including but not limited to personal injuries, arising out of the creation or use of my child's likeness in such materials.

I understand that my consent and signature on this release are NOT a condition of enrolling my child at Envision Education.

_____ I do give consent for media release as stated above.

_____ I do NOT give consent for media release as stated above.

_____ _____

Parent/Guardian Signature **Date**

Student Name:_____ **Grade** _____

Permiso de medios de comunicación de Envision Education

Información de medios de comunicación
De vez en cuando, los medios (Periódicos, radio, televisión) pueden visitar nuestro campo escolar para tomar fotos, grabar, tomar video o escribir historias de interés público. Envision Education también regularmente toma fotos, video, de estudiantes que están envueltos en varias actividades escolares y publican estas fotos en o imágenes en nuestros medios diarios, relaciones personales o materiales de desarrollo. Usted tiene el derecho de no dar su permiso. Por lo tanto, nosotros le pedimos que regrese de esta forma a la oficina si usted está de acuerdo con que nosotros utilizamos tales imágenes de su hijo como mencioné anteriormente.

Consentimiento de Padre/Tutor Legal
Doy mi consentimiento para el uso del nombre, la fotografía, el video, el audio u otras grabaciones de mi hijo/a, el trabajo escolar y los comentarios de las entrevistas para fines educativos y promocionales de Envision Schools. Entiendo que este consentimiento incluye, entre otros, el uso de dichos materiales en comunicados de prensa, materiales publicitarios, boletines, sitios web, software de computadora, presentaciones de diapositivas y presentaciones de audio/video. Entiendo que una imagen de mi hijo/a puede reproducirse o crearse digitalmente o transformarse en un formato electrónico al que el público en general pueda tener acceso. Además, entiendo que Envision Schools no puede ejercer control sobre las personas que pueden ver y copiar ("descargar") la imagen de mi hijo/a y los usos que dichas personas pueden dar a dicha información.

Se entiende que se pueden tomar fotografías o grabaciones en cualquier momento durante el año escolar mientras mi hijo/a esté inscrito y se pueden tomar en el salón de clases o durante cualquier actividad relacionada con la escuela. Se acuerda que puedo inspeccionar o ver estos materiales a pedido mientras estén en posesión de Envision Education.

Además, se acuerda que ni mi hijo/a ni yo tendremos ningún derecho, título o interés en las fotografías, grabaciones u otros materiales que puedan incluir el nombre o la imagen de mi hijo creados por Envision Schools y los empleados o agentes de Envision Schools. Yo, en nombre mío, de mi hijo/a, de nuestros herederos, albaceas y cesionarios, aceptó liberar y eximir de responsabilidad a Envision Schools, sus funcionarios, empleados y agentes por todas y cada una de las responsabilidades, incluidas, entre otras, lesiones personales, que surjan de la creación o uso de la imagen de mi hijo/a en dichos materiales.

Yo entiendo y mi consentimiento y firma NO son una condición para inscribir a m hijo(a) en Envision Education.

_____ Doy mi consentimiento para los medios como se indicó anteriormente.

_____ NO doy mi consentimiento para los medios como se indicó anteriormente.

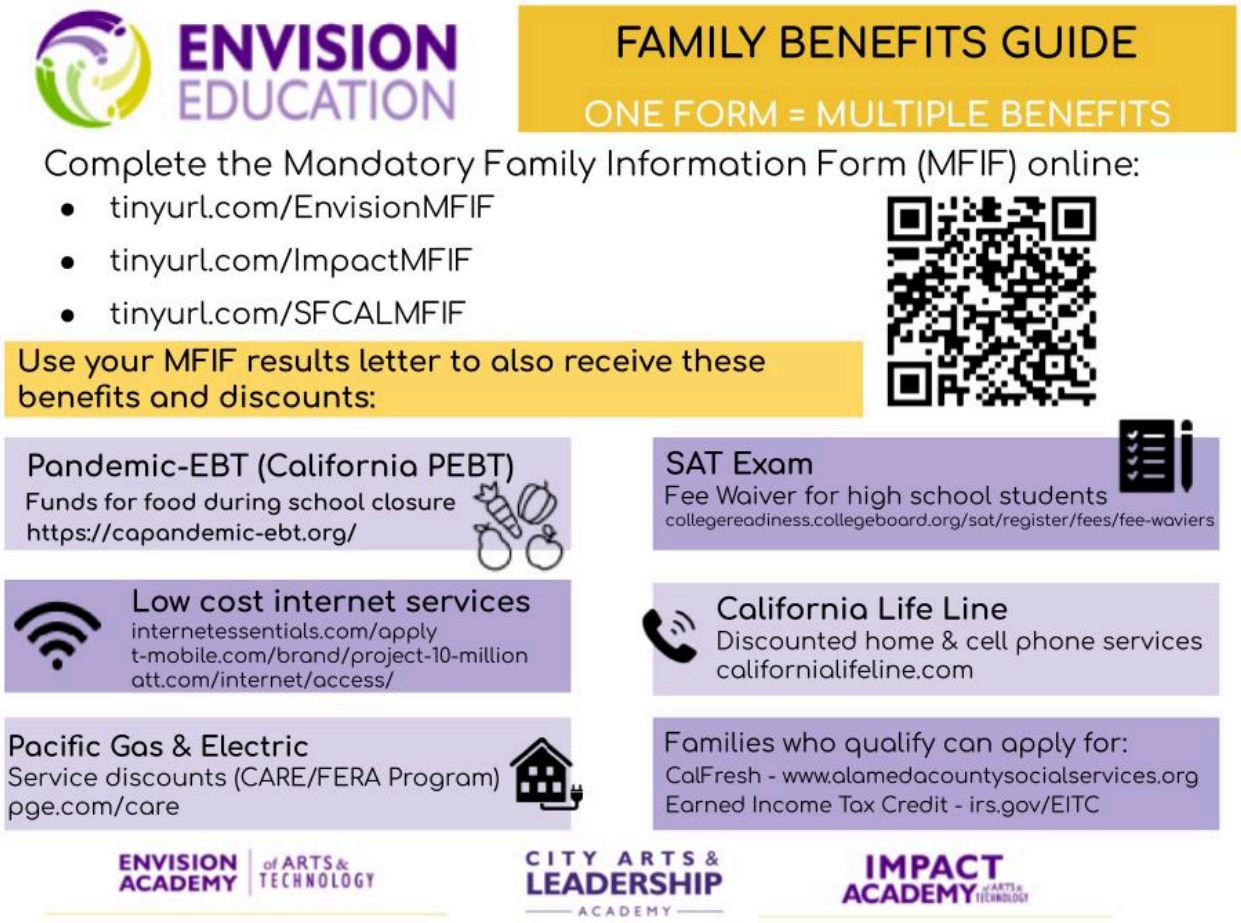
_____ _____

Firma de los padres/tutores **Fecha**

Nombre del estudiante:_____ **Grado** _____

Mandatory Family Information Form

All families must complete the **Mandatory Family Information Form (MFIF)**. It is available online at tinyurl.com/EnvisionMFIF or a paper form can be obtained from the Main Office. Enter Envision Education as the District.



Envision Education Technology & Network Student Acceptable Use Agreement

Envision Education provides students access to its schools' electronic network, computer systems, peripherals, and related technology equipment for educational purposes. The network includes Internet access, computer services, videoconferencing, and electronic communication. The purpose of the network is to allow students to complete academic work, conduct research, create projects, share, and communicate while preparing them for success in college and work in the 21st century. The full policy is included in Appendix A and must be reviewed in addition to completing and returning this form.

Please complete **ALL** of the information below and return this form. It **MUST** be completed, signed and returned regardless of whether or not you will allow your child to use Envision Education's technology resources based on the Technology and Network Student Acceptable Use Policy. Envision Education supports and respects each family's right to decide whether or not your child has access to these resources.

We, child and parent/guardian, have read Envision Education Acceptable Use Policy for Technology and Network Use. We have discussed this policy and understand that our child is required to follow the rules for acceptable use of technology. We understand that we will be liable for any violations of these rules and that the aforementioned student will be subject to potential disciplinary action for violating these rules and/or the policy as well as loss of access and user privileges.

- ☐ We, child and parent/guardian, **accept this policy** and agree to abide by its rules and mandates; our acceptance will allow him or her to use Envision Education's technology resources, computer hardware/software, equipment, network, and the Internet (e.g., electronic mail and the World Wide Web). We hold Envision Education and its officers, board members, employees and agents harmless from and against any and all liability; loss, expense or claim for injury or damages students may have arising out of the use of Envision Education technology resources.
- ☐ We, child and parent/guardian, **do not accept this policy**; we understand that our child will not be allowed to use Envision Education technology resources—computer hardware/software, networks, servers, or the Internet (e.g. electronic mail, and the World Wide Web).

_____ _____

Student Name Student Signature

_____ _____

Parent/Guardian Name Parent Guardian Signature

Date_____

Off-Campus Lunch Opt-Out Form
Formulario de exclusión por almuerzo fuera del campus

At DOSA in the 2026-2027 school year, all students in grades 11-12, who are in good standing, will be permitted to leave campus during lunch on Mondays, Tuesdays, Thursdays, and Fridays. A student in good standing is defined as one who maintains passing grades; strong attendance; does not have any disciplinary record; and arrives to campus after lunch on time. In addition, there will be times when students in 9th and 10th grade may earn the privilege of off-campus lunch on an individual basis.

En DOSA en el año escolar 2026-2027, todos los estudiantes en los grados 11-12, que están en buen estado, se les permitirá salir del campus durante el almuerzo los lunes, martes, jueves y viernes. Un estudiante en buen estado se define como uno que está pasando todos sus clases; está asistiendo a la escuela cada día que pueda; no tiene ningunos problemas de comportamiento; y está regresando a la escuela a tiempo despues del almuerzo. También, habrá momentos en que los estudiantes in grados 9 y 10 pueden ganar la privilegia a salir del campus en un basis individual.

If you prefer that your student STAY on campus during lunch, please indicate this by checking the box below. **If you do not return this form, your student will be permitted to leave campus for lunch (every day in grades 11-12; on individual days when they have earned the privilege in grades 9-10).**

Si prefiere Usted que su estudiante QUEDAR en campus durante almuerzo, por favor marque el cuadro abajo. ***Si no regresa Usted este formulario, su estudiante será permitido salir el campus durante almuerzo.***

- ☐ I do not give permission for my student to leave campus during lunch. / *No permito a mi estudiante salir el campus durante almuerzo.*

Student name(s) / *nombre(s) de estudiante(s):* _____

Student grade level(s) / *grado(s) de estudiante(s)*: _____

Signature / *firmo:* _____ Date */ fecha:* _____

Day Field Trip & Transportation Permission Form & Waiver

Permission to Attend Day Field Trips

Keeping learning relevant is an important teaching strategy at Envision Education. This entails frequent field trips to take advantage of resources outside of the school. Such trips are always taken under the supervision of at least one credentialed teacher and/or school administrator, and all precautions are taken to ensure each student's welfare. When traveling away from school, the School will make every effort to transport students to and from scheduled field trips in a chartered bus or van, or by public transportation. However, circumstances may necessitate alternate modes of transportation. In all cases, Envisions School administration will actively screen all potential drivers and ensure that all students are transported in properly insured vehicles. As a parent/guardian, by signing this permission slip, you are giving permission for your student(s) to participate in all field trips scheduled during the school year. Parents/guardians will be notified in advance when students will be taking a field trip and will be provided with information about the trip along with final field trip authorization forms.

Waiver of Claim

I understand that all day school field trips are optional, participation is not required, and an alternate activity will be offered at the school for students who choose not to attend. I understand that all field trips begin and end at the school and that all students are required to go and return from the event on the transportation provided by Envision Education unless prior arrangements have been made with the Principal and the Non-School Sponsored Driver Waiver and Release form is on file.

Further, I understand that pursuant to Education Code Section 35330, all persons participating in a field trip or excursion shall be deemed to have waived all claims against Envision Education, its Board of Directors, Officers, Employees, Agents, volunteers, and contractors for injury, illness or death occurring during or by reason of the field trip or excursion. I therefore acknowledge that as a condition of my student's participation in said activity, I hold harmless and waive any and all claims against Envision Education, its Board of Directors, Officers, Employees, Agents, volunteers, and contractors and the CCSA JPA and their officers, employees, and agents, including, but not limited to, claims arising out of any actions or omission of any officers or employees of Envision Education, for any injury, accident, illness, or death, or any loss or damage to personal property occurring during or by reason of the participation in said activity. By signing this agreement, I acknowledge that I have carefully read this document and understand the information therein. I agree to each of the terms and acknowledgments above, and agree to permit my child to participate in school field trips.

_____ _____

Parent/Guardian Signature Date

Dia de paseo y permiso de transporte Forma de permiso y renuncia

Permiso de asistir a un paseo

Mantener la enseñanza interesante es una estrategia de enseñanza importante en Envision Education. Esto puede significar tomar ventaja de los recursos fuera de la escuela. Como viajes o paseos bajo la supervisión directa de un maestro y/o directivo escolar, y todas las precauciones son tomadas para asegurar el bienestar de los alumnos. Como padre/tutor legal, al firmar esta forma usted está dando permiso a su estudiante(s) que participe(n) en todos los paseos programados en el año escolar. Padres/tutores legales serán informados con anticipación cuando el estudiante tenga un paseo, y se le proveerá información sobre el paseo.

Información de Renuncia

Yo entiendo que todos los paseos son opcionales, la asistencia no es requerida, y que una actividad alterna se les ofrecerá a los estudiantes que opten por no asistir. Yo también entiendo que los estudiantes que asisten a los paseos son responsabilidad de un adulto, profesores, personal escolar, y, si aplicable, responsables de su conducta todo el tiempo. Yo entiendo que todos los paseos empiezan y termina en la escuela y que todos los estudiantes son requeridos ir y regresar en el transporte brindado por Envision Education almenos que arreglos hayan sido hechos con anterioridad y aprobados por escrito por el director, el administrador escolar o el profesor encargado del paseo. Los estudiantes pueden ser requeridos de irse temprano del paseo con mi consentimiento por escrito. Aun así yo entiendo que Envision Education no será responsable por el estudiante después que se retire del cuidado inmediato y la supervisión de Envision Education y no haré responsables y libraré de cualquier culpa o responsabilidad y cargo hecho a Envision Education, junta directiva, oficiales, empleados, agentes, voluntarios, and contratistas y a los CCSA JPA y sus oficiales, empleados, y agentes, incluyendo, pero no limitado a, reclamos que resulten por alguna acción u omisión de cualquier oficial o empleado de Envision Education, por cualquier accidente o lesión, enfermedad, o muerte, o cualquier pérdida o daño a propiedad personal que ocurra inmediatamente después que el estudiante no esté bajo la supervisión de Envision Education.

Adicionalmente, yo entiendo que siguiendo el Código de Educación Sección 35330, todas las personas que participen en los paseos o excursiones han renunciado a cualquier reclamo en contra de Envision Education, de su junta directiva, oficiales, Empleados, Agentes, voluntarios, y contratistas por cualquier lesión, enfermedad o muerte que ocurra por cualquier razón durante el paseo o excursión. Yo reconozco que como condición para que mi estudiante participe activamente en estas actividades yo libro de cualquier culpa a Envision Education, su junta directiva, Oficiales, Empleados, Agentes, voluntarios, y contratistas y CCSA JPA y sus oficiales, empleados, y agentes, incluyendo, pero no limitado a, reclamos por alguna acción u omisión por oficiales o empleados de Envision Education, por lesión, accidente, enfermedad, o muerte, o perdida o daño a propiedad personal que ocurra en la participación por dicha actividad. Al firmar este acuerdo , yo reconozco que he leído cuidadosamente y entiendo la información proveída. Yo estoy de acuerdo con todos los términos y los reconozco y estoy desacuerdo con darle permiso a mi hijo(a) que participe en los paseos de la escuela.

_____ _____

Firma de los padres/tutores Fech

Medication Authorization Form

California Education Code 49423 provides that students required to take medication (prescription or over-the-counter) during the school day **MAY** be assisted by school personnel **ONLY** if the school district receives a written authorization from the health care provider **AND** the parent/guardian/caregiver of the student. **Please complete this entire form and return it to the school Office Manager.**

Student:_____ Date of Birth:_____

School:_____ Grade:_____

TO BE COMPLETED BY PHYSICIAN

1. Medication:		
Reason for Medication:		
Dose:	Time/Frequency:	Duration:
How is medication given (oral, inhalation, injection, topical):		
Observable adverse reactions/side effects:		
Check appropriate boxes below: ❒ I authorize this student to self-administer the above medication. ❒ I authorize designated school personnel to administer the above medication.		

PARENT INFORMATION

- Please provide medication in its original and properly labeled container to the Main Office. Prescription medication must be in the pharmacy-labeled container with the student's name clearly visible.
- Please inform the school of any changes in the medication plan along with new orders.
- Medication forms must be renewed annually.
- I agree to hold Envision Schools and its employees harmless from any and all liability for the results of taking the medication or the manner in which the medication is given.
- I give my consent for school authorities to take appropriate action for the safety and welfare of my child.

_____ _____

Printed Name Parent/Guardian/Caregiver Signature

_____

Date

Formulario de autorización de medicamentos

El Código de Educación de California 49423 establece que los estudiantes que deben tomar medicamentos (recetados o de venta libre) durante el día escolar **PUEDEN** ser asistidos por personal escolar **SOLAMENTE** si el distrito escolar recibe una autorización por escrito del proveedor de atención médica Y el padre/tutor/ cuidador del alumno. **Complete todo este formulario y devuélvalo al Gerente de la Oficina de la escuela.**

Estudiante:_____ Fecha de nacimiento:_____

Escuela:_____
Grado:_____

PARA SER COMPLETADO POR EL MÉDICO

1. Medicamento:		
Motivo de la medicación:		
Dosis:	Tiempo/frecuencia:	Duración:
Cómo se administra el medicamento (oral, inhalación, inyección, tópico):		
Reacciones adversas/efectos secundarios observables:		
Marque las casillas correspondientes a continuación: ❒ Autorizo a este estudiante a autoadministrarse el medicamento anterior. ❒ Autorizo al personal escolar designado a administrar el medicamento anterior.		

INFORMACIÓN DE LOS PADRES

- Entregue el medicamento en su envase original y debidamente etiquetado a la oficina principal. Los medicamentos recetados deben estar en el envase con la etiqueta de la farmacia con el nombre del estudiante claramente visible.
- Informe a la escuela de cualquier cambio en el plan de medicamentos junto con las nuevas órdenes.
- Los formularios de medicamentos deben renovarse anualmente.
- Estoy de acuerdo en eximir a Envision Schools y sus empleados de toda responsabilidad por los resultados de tomar el medicamento o la forma en que se administra el medicamento.
- Doy mi consentimiento para que las autoridades escolares tomen las medidas adecuadas para la seguridad y el bienestar de mi hijo.

_____ _____
Nombre impreso Padre/Tutor/Cuidador Firma

_____
Fecha

Medical Statement to Request Special Meals and/or Accommodations

1. School	2. Site Name		
3. Name of Child or Participant		4. Age or Date of Birth	
5. Name of Parent or Guardian		6. Phone Number	

7. Description of Child or Participant's Physical or Mental Impairment Affected:

8. Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:

9. Indicate Food Texture for Above Child or Participant:

☐ Regular ☐ Chopped ☐ Ground ☐ Pureed

10. Foods to be Omitted and Appropriate Substitutions:

Foods To Be Omitted	Suggested Substitutions

11. Adaptive Equipment to be Used:

12. Signature of State Licensed Healthcare Professional*	13. Printed Name	14. Phone Number	15. Date

***For this purpose, a state licensed healthcare professional in California is a licensed physician, a physician assistant, or a nurse practitioner.**

The information on this form should be updated to reflect the current medical and/or nutritional needs of the participant.

INSTRUCTIONS

1. **School or Agency:** Print the name of the school or agency that is providing the form to the parent.

2. **Site:** Print the name of the site where meals will be served.

3. **Name of Child or Participant:** Print the name of the child or participant to whom the information pertains.

4. **Age of Child or Participant:** Print the age of the child or participant. For infants, please use date of birth.

5. **Name of Parent or Guardian:** Print the name of the person requesting the child or participant's medical statement.

6. **Phone Number:** Print the phone number of parent or guardian.

7. **Description of Child or Participant's Physical or Mental Impairment Affected:** Describe how the physical or mental impairment restricts the child or participant's diet.

8. **Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:** Describe a specific diet or accommodation that has been prescribed by the state healthcare professional.

9. **Indicate Texture:** If the child or participant does not need any modification, check "Regular".

10. **Foods to be Omitted:** List specific foods that must be omitted (e.g., exclude fluid milk).
    Suggested Substitutions: List specific foods to include in the diet (e.g., calcium-fortified juice).

11. **Adaptive Equipment to be Used:** Describe specific equipment required to assist the child or participant with dining (e.g., sippy cup, large handled spoon, wheel-chair accessible furniture, etc.).

12. **Signature of State Licensed Healthcare Professional:** Signature of state licensed healthcare professional requesting the special meal or accommodation.

13. **Printed Name:** Print name of state licensed healthcare professional.

14. **Phone Number:** Phone number of state licensed healthcare professional.

15. **Date:** Date state licensed healthcare professional signed form.

Declaración Médica a Solicitar Comidas y/o Alojamientos Especiales

1. Escuela	2. Nombre del sitio		
4. Nombre del estudiante		5. Edad	
6. Nombre del padre		7. Número de teléfono	
8. Descripción del impedimento físico o mental del niño o participante afectado:			
9. Explicación de la Prescripción de la Dieta y/o Alojamiento para Asegurar una Implementación Adecuada:			
10. Indicar la textura de los alimentos para el niño o participante de arriba: ☐ Regular ☐ Cortado ☐ Molida ☐ Hecho Puré			
11. Alimentos a omitir y sustituciones apropiadas: **Alimentos a omitir** / **Sustituciones sugeridas**			
12. Equipo adaptativo a utilizar:			
13. Firma del profesional de la salud autorizado por el estado *	14. Nombre impreso	15. Número de teléfono	16. Fecha

*** Para este propósito, un profesional de la salud con licencia estatal en California es un médico con licencia, un asistente médico o una enfermera practicante.**

La información en este formulario debe actualizarse para reflejar las necesidades médicas y/o nutricionales actuales del participante.

INSTRUCCIONES

1.Escuela o agencia: Escriba el nombre de la escuela o agencia que proporciona el formulario a los padres.

2. Sitio: Escriba el nombre del sitio donde se servirán las comidas.

3. Nombre del niño o participante: Escriba el nombre del niño o participante a quien pertenece la información.

4. Edad del niño o participante: escriba la edad del niño o participante. Para los bebés, utilice la fecha de nacimiento.

5. Nombre del padre o tutor: Escriba en letra de imprenta el nombre de la persona que solicita la declaración médica del niño o participante.

6. Número de teléfono: Escriba el número de teléfono del padre o tutor.

7. Descripción del impedimento físico o mental del niño o del participante afectado: Describa cómo el impedimento físico o mental restringe la dieta del niño o del participante.

8. Explicación de la prescripción de la dieta y/o adaptaciones para garantizar una implementación adecuada: Describa una dieta o adaptaciones específicas que haya prescrito el profesional de atención médica estatal.

9. Indicar Textura: Si el niño o participante no necesita ninguna modificación, marque “Regular”.

10. Alimentos que deben omitirse: Enumere los alimentos específicos que deben omitirse (p. ej., excluya la leche líquida).

Sustituciones sugeridas: Haga una lista de alimentos específicos para incluir en la dieta (p. ej., jugo fortificado con calcio).

11. Equipo de adaptación que se usará: Describa el equipo específico que se requiere para ayudar al niño o participante a comer (p. ej., taza para sorber, cuchara con mango grande, muebles accesibles para sillas de ruedas, etc.).

12. Firma del profesional de la salud autorizado por el estado: Firma del profesional de la salud autorizado por el estado que solicita la comida o el alojamiento especiales.

13. Nombre en letra de imprenta: Nombre en letra de imprenta del profesional de la salud autorizado por el estado.

14. Número de teléfono: Número de teléfono del profesional de la salud autorizado por el estado.

15. Fecha: Fecha en que el profesional de la salud autorizado por el estado firmó el formulario.