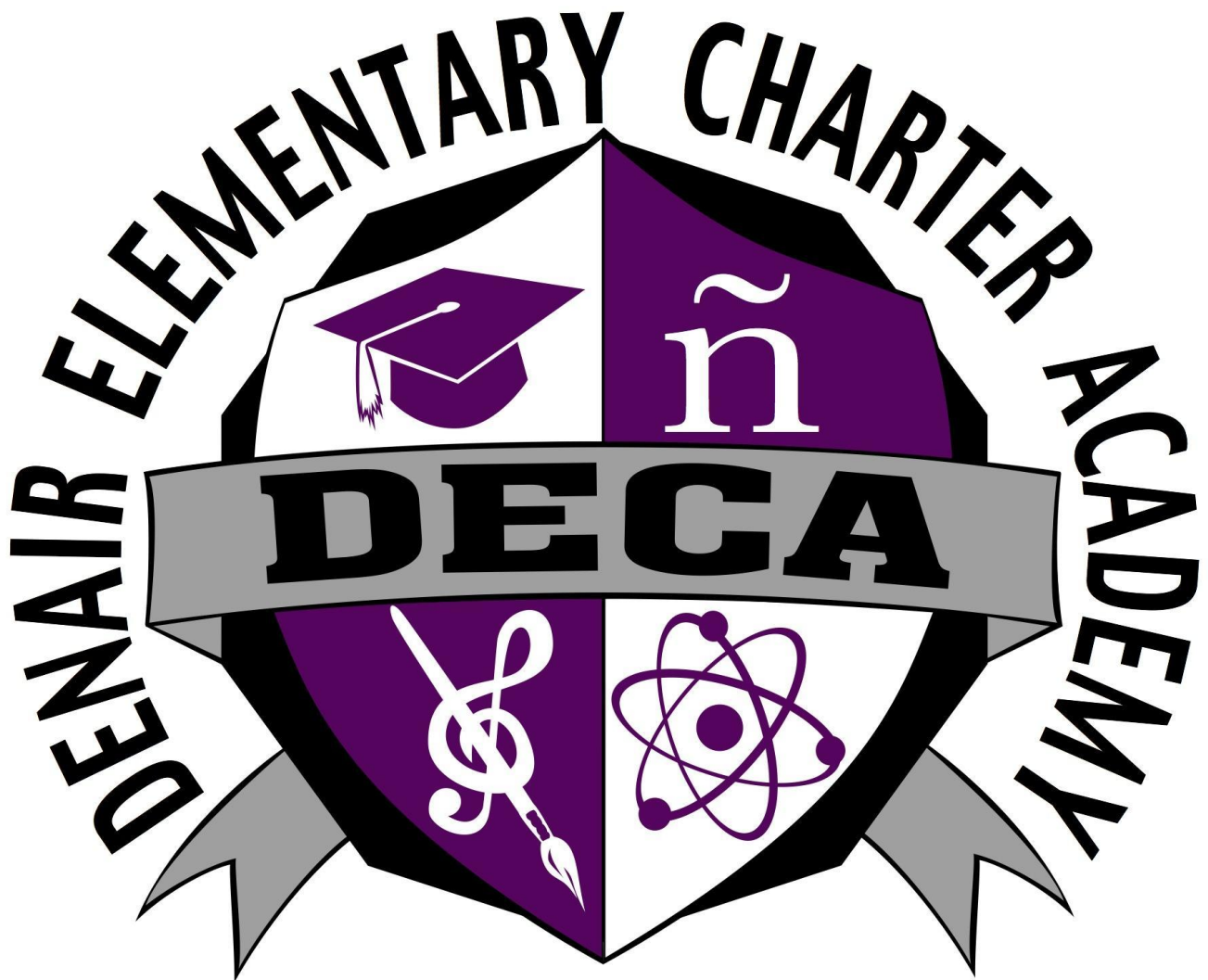




**Parent/Student Handbook
2026-2027**

Table of Contents

	<i>Page</i>
Welcome & School Overview	2
Staff Directory	4
Daily School Operations	5
Bell Schedule	6
Arrival, Dismissal & Safety	7
Attendance	8-11
Student Expectations	12-16
Positive Behavior Interventions & Supports (PBIS)	
Dress Code	17-19
Personal Items	20
Cell Phones & Smartwatches	20-22
School Technology & Devices	22-23
Health & Wellness	24-25
Food Policies	25-27
Academics & Student Support	28-32
Dual Language Immersion (DLI)	33-34
Family Communication & Involvement	35-38
Visitor Policy	39
Classroom Volunteer Policy	40-41
School Event Volunteer Policy	42
Field Trip Chaperone Policy	43-44
Additional Policies and Procedures	45-46
District Calendar	47
Glossary	48-50

School Overview

Denair Elementary Charter Academy

Physical Address: 3773 Madera Avenue Denair, CA 95316

Mailing Address: 3460 Lester Road Denair, CA 95316

Phone: 209-632-8887

Fax: 209-632-8442

Email: deca@dusd.k12.ca.us

Web: deca.denairusd.org

Office Hours

7:45 am - 4:30 pm

School Administration

Crystal Sousa, EdD., DECA Principal and Director of Elementary and Preschool Education

Ms. Roxi Lagos, Learning Director

Our Mission

The mission of DECA is to provide students with an engaging, nurturing, equitable learning environment that promotes the development of skills necessary for the 21st century. DECA will provide students with the opportunity to reach their full academic potential through critical thinking, effective communication, creativity and collaboration, with a multicultural and multilingual emphasis. DECA will facilitate students' educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community; by building upon research-based educational philosophies.

Our Vision

Our vision is to provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility.

DECA Creed

Please help your student memorize our DECA creed. We recite it school wide on a daily basis.

*I am a DECA coyote, so I keep in mind...
I am safe, responsible, respectful and kind.
Go DECA!*



WHO IS STARR?



★
Your Journey Starts Here!

MEET STARR!

- ★ Long before Denair students walked through school gates, families looked to the night sky and told stories of **Cosmo—the steady star and the very example of what it means to be a Coyote.**
- ★ He guides generations as they grow, graduate, and give back.
- ★ But even the brightest stars don't shine alone.
- ★ Closer to home, there was another light—warmer, brighter, and ready to begin. Her name is **Starr.**

STARR IS COSMO'S LITTLE SISTER.



Now, Starr is ready to start her journey at Denair Elementary Charter Academy.



She shines for who our students are right now—curious, capable, and full of potential.



From first days to new friendships, Starr reminds every student:

**YOU DON'T HAVE TO WAIT TO SHINE—
YOU ALREADY DO.**

★ — ★ OUR 4 CORE VALUES ★ —

Starr inspires every student to live these values every day.

SAFE



We keep our hands, feet, and objects to ourselves and follow rules to keep everyone safe.

RESPONSIBLE



We make good choices, stay organized, and do our best every day.

RESPECTFUL



We treat everyone with kindness, listen when others speak, and value differences.

KIND



We show compassion, include others, and make our school and community stronger together.

SHINE LIKE STARR!



Every Denair student begins their journey at DECA with Starr—close to home, surrounded by support, and full of potential.



One day, when they are ready, they take their place alongside Cosmo, carrying forward the strength, tradition, and pride of Denair.



Because in Denair, you don't have to look far to find something that shines.

REMEMBER:

Be Safe.

Be Responsible.

Be Respectful.

Be Kind.



★ **LEARN. GROW. LEAD. TOGETHER, WE SHINE.** ♥

STAFF DIRECTORY

Office

Crystal Sousa, Principal
 Roxi Lagos, Learning Director
 Zenaida Moreno, ELOP & Special Programs Manager
 Elizabeth Mendez, Principal's Secretary
 Alicia Alvarez, Bilingual Secretary
 Hilda Megee Attendance Secretary
 Alyce Ford, District Nurse
 Kara Binkley, Counselor
 Erica Arroyo, Counselor

Cafeteria

Kim Fuentez, DUSD Food Services Manager
 Norma Mendoza, Food Server 2
 Mabel Greenwood, Food Server 1
 Lilia Magana, Food Server 1

Custodial

Victoria Brizuela
 Sandra Cisneros
 Henry Ormonde

Library

Patte Hegg, Librarian

Language Lab

Rosalba Sanchez, Teacher
 Jessica Rivas, Paraeducator Bilingual

Music/Band

Laura Bishop, Music Teacher
 Music Paraeducator
 Josephine Feist, Band Teacher

Physical Education

Scott Taylor, Teacher
 Undetermined Aide

Intervention

Lenora Gomes, Teacher
 Alejandra Delgadilo, Paraeducator Bilingual

Special Education

Rashel Barkett-Luera, Special Day Class Teacher
 Stephanie De Muro, Special Day Class Teacher
 Sierra Smith, Special Day Class Teacher (Autism)
 Alison Loftin, Resource Teacher
 Chelsea Adamson, Language Pathologist
 Whitney Zumstein, Speech and Language Pathologist
 Patricia Baltazar, Special Education Paraeducator
 McKenna Burbank, Special Education Paraeducator
 Roxy Chavez, Special Education Paraeducator
 Annette DeHart, Special Education Paraeducator
 Madison DeHart, Special Education Paraeducator
 Justin Steele, Special Education Paraeducator
 Patricia Vigil, Special Education Paraeducator

Preschool

Erica Prock, Morning Teacher
 Erin Davis, Afternoon Teacher
 Melissa Cortez, Paraeducator
 Gabriela Ibarra, Paraeducator
 Stacie Kessel, Paraeducator

Transitional Kindergarten

Genesis Delgado, Spanish Emphasis
 Jenna Lopez, Paraeducator K-12 (TK)
 Coree Fitzgerald
 Susana Garcia, Paraeducator Bilingual
 Alexa Lindo
 Linda Allawherdi, Paraeducator K-12 (TK)

Kindergarten

Jennie Groves (TK/K Combo)
 Andraya Plascencia, Paraeducator K-12 (TK)
 Debbie Edwards
 Gretchen Marquette
 Claudine Pacheco, Paraeducator Bilingual
 Zenobia Ochoa, Dual Immersion
 Jasmin Sandoval, Paraeducator Bilingual
 Rosamaria Yanez, Dual Immersion
 Alondra Flores, Paraeducator Bilingual

First Grade

Natalie Moore
 Emilee Rego
 Dylan Rasmussen, Paraeducator Intervention
 Ashley Arevalo, Dual Immersion
 Monica Fuentes, Dual Immersion
 Janette Franco, Paraeducator Bilingual

Second Grade

Susy Jones
 Nicole Ochoa
 Lawanda Butcher
 Alondra Flores, Paraeducator Intervention
 Marisol Rivas, Dual Immersion
 Nicole Janz, Dual Immersion
 Janette Franco, Paraeducator Bilingual

Third Grade

Kimberly Evans
 Patricia Segars
 Undetermined Paraeducator
 Bertha Alicia Marquez, Dual Immersion
 Jasmin Sandoval, Paraeducator Bilingual

Fourth Grade

Rachel Chavez
 Kirsten Sweeten
 Nicole Flores, Paraeducator Intervention
 Margarita Hurtado, Dual Immersion
 Undetermined Bilingual Paraeducator

Fifth Grade

Lynn Golding (4/5 Combo)
 Mary Prine
 Melissa Hasten-Perez
 Nicole Flores, Paraeducator Intervention
 Martha Loya, Dual Immersion
 Jasmin Sandoval, Bilingual Paraeducator

Paraeducators

Amy Dotson, Paraeducator Intervention
 Hannah Mills, Paraeducator K-12
 Tucker Vasquez, Paraeducator Intervention

Daily School Operations

School Hours

Breakfast: 8:00 am - 8:25 am

Instruction Begins: 8:30 am

Meals

Breakfast and lunch are provided free of charge to all students. Students should bring nutritious food if they bring lunch from home.

Bus Transportation

Please contact the transportation department at 209-632-7514 regarding bus transportation questions or to set up bus transportation.

Arrival

- **ELOP:** 7:30 am
- **All other students:** 8:00 am
- **TK/K Gate I:** 8:15 am

Students must remain in designated areas and follow staff directions.

Dismissal

Students are released from their assigned gates by grade level. Parents/guardians must pick up students at designated areas.

- **TK/K:** 2:50 pm (12:40 pm Wednesdays and Minimum Days)
- **1st/2nd:** 3:00 pm (12:50 pm Wednesdays and Minimum Days)
- **3rd/4th/5th:** 3:10 pm (1:00 pm Wednesdays and Minimum Days)

Safety Expectations

- Use crosswalks at all times when crossing the street.
- U-turns are not allowed; please drive with the flow of traffic.
- No parking is allowed near the yellow curb on Hawthorne Avenue.
- Cars may not stop or park on the opposite side of Madera Avenue or Elm Street during school hours.
- Please do not block crosswalks with a vehicle.
- Students must be picked up in the designated areas. Please do not call students to come to the car in an undesignated pick-up area. Wait in the flow of traffic until you reach the designated area and then pick them up.
- The district office parking lots may not be used for pickup or dropoff.

Visitors

All visitors must check in at the office with a valid ID and wear a badge while on campus. Upon departure, visitors must check out from the office and surrender their badge for destruction.

Student Records

Custody Orders

Court orders affecting student release, custody, or visitation must be provided to the school office. The school cannot enforce verbal custody arrangements.

Updating Contact Information

Parents/guardians are responsible for maintaining current emergency contact information in Aeries.

Records can be updated on the Aeries app or in person at the office. If you are unable to access the app please contact the office.

Denair Elementary Charter Academy

BELL SCHEDULE

2026-2027

7:30 am	Office Opens
7:30 - 8:00 am	ELOP Students Drop- Off Window (Entry Gate TBD)
8:00 - 8:27 am	All Student Drop-Off Window (Entry Gate TBD)
8:15 - 8:27 am	Gate TBD Drop-off Window - (TK/K Only, No Breakfast)
8:00 - 8:25 am	Free breakfast for all DECA students in the Cafeteria
8:27 am	Warning Bell Rings (students line up in designated areas)
8:30 am	Classes Begin (Tardy Check-In at Office)
9:30 - 10:00 am	TK Morning Recess
9:45 - 10:00 am	3rd & 4th Morning Recess
10:00 - 10:15 am	1st, 2nd, & 5th Morning Recess
10:00 - 10:30 am	K Morning Recess
Lunch 11:05-12:25	School Lunch Block
2:50 pm (12:40 pm on Wednesdays & Minimum days)	DISMISSAL: TK & K
3:00 pm (12:50 pm on Wednesdays & Minimum days)	DISMISSAL: 1 st & 2 nd
3:10 pm (1:00 pm on Wednesdays & Minimum days)	DISMISSAL: 3 rd , 4 th , & 5 th
2:50 - 4:30 pm	ELOP
4:30 pm	Office Closed

Student Check In & Check Out Procedures

Check In (Late Arrival)

Students arriving after the start of the school day (8:30 am) must check in through the school office.

- A parent/guardian must accompany the student to the office
- The student will receive a tardy slip before going to class
- Students may not go directly to the classroom without checking in

Parents/guardians may not escort students to the classroom. School staff will assist students as needed.

Early Check Out

To maintain a safe and orderly campus, all students must be signed out through the school office.

- Only a parent/guardian or authorized emergency contact (18 years or older) may check out a student
- Students will only be released to individuals listed as authorized contacts in the student's records
- A valid photo ID is required
- Students will be called from class after the parents/guardians arrives in the office

Please allow additional time for this process.

Minimizing Disruptions

- Early check outs should be limited to necessary situations
- Students will not be called out of class in advance
- Frequent early check outs may impact student learning and attendance records

Returning to School After Check Out

If a student returns to school the same day:

- A parent/guardian must accompany the student to the office
- The student must be signed back in before returning to class

End-of-Day Check Out

For student safety:

- Check outs may be restricted during the final minutes of the school day
- Parents/guardians should plan to use regular dismissal procedures whenever possible

Final Determination

All check in and check out procedures are in place to ensure student safety and protection of the learning environment. Final decisions regarding student release will be made by school administration.

Attendance

Attendance Expectations

Students are expected to attend school daily. If the parents/guardians expect the student to miss school, they must contact the office in advance and request independent studies. In the event of an emergency, the parents/guardians should contact the office as soon as possible to arrange for independent studies.

Please schedule appointments during non-school hours to maximize instructional time.

Excused Absences Include (Excused Absences still count towards Chronic Absenteeism)

- Personal illness or injury
- Medical, mental health, dental, optometric, or chiropractic services rendered
- Attendance at the funeral of an immediate family member
- Exclusion for failure to present evidence of immunizations
- Participation in religious instruction/exercises in accordance with district policy

Verifying Absences

All absences must be verified by a parent/guardian through the school office.

Acceptable methods of verification include:

- Phone call to the school office at **209-632-8887**

Absences must be verified on the day of the absence or within a reasonable timeframe upon the student's return.

Unverified Absences

If an absence is not verified by a parent/guardian:

- It will be recorded as unexcused
- The school may attempt to contact the parents/guardians
- It remains the parent/guardian's responsibility to ensure the absence is cleared

Important Reminders

- Messages sent through classroom apps (e.g., ClassDojo) may not be received in time and should not be relied upon to report an absence
- Students should not be responsible for reporting their own absence
- All absences must be cleared through the school office

Final Determination

The school office will make the final determination regarding whether an absence is excused or unexcused in accordance with state law and district policy.

Tardiness

Late arrivals disrupt instruction and hinder academic progress. Parents and students should prioritize arriving on time. Late students must be signed in to the office **by an adult** for a tardy slip after the 8:30 am bell. Excused tardies include illness and medical appointments; all others are unexcused.

In an effort to support student success and strengthen our partnership with families, repeated tardies will result in communication from the school, including notification letters. Continued concerns may lead to a referral to the School Attendance Review Team (SART), District Attendance Review Team (DART), or the Student Attendance Review Board (SARB).

Progressive Consequences for Tardiness

1. Warning
2. Parent Contact
3. Meeting with Principal

Unexcused Absences & Truancy

Regular school attendance is required by California law. Absences that do not meet the criteria for an excused absence will be considered unexcused and may be classified as truancy.

California law defines the following levels of truancy:

- **Truant:** A student is considered truant after three unexcused absences or three instances of being tardy more than 30 minutes without a valid excuse
- **Habitual Truant:** A student who has been reported truant three or more times in a school year, after efforts have been made to meet with the family
- **Chronic Truant:** A student who has missed 10 percent or more of the school year due to unexcused absences

Attendance Review Process (SART, DART, SARB)

In an effort to support student success and partner with families, the school and district may hold Attendance Review Team or Board meetings to address concerns related to attendance, tardiness, or behavior.

These may include:

- SART (School Attendance Review Team)
- DART (District Attendance Review Team)
- SARB (School Attendance Review Board)

The purpose of these meetings is to:

- Identify barriers to regular attendance
- Develop plans to support improved attendance
- Connect families with available resources and services

School Attendance Review Board (SARB)

The School Attendance Review Board (SARB) is a multi-agency team that may include representatives from:

- The school and district
- County probation
- Social services
- Other community agencies

SARB works with families to address ongoing attendance concerns and provide support before more serious interventions are considered.

In accordance with California Education Code, a SARB review will occur before any referral to juvenile court, ensuring that all available supports and interventions have been explored.

Parent Notification

Parents/guardians will be notified when attendance concerns arise, including:

- Multiple unexcused absences
- Excessive absences (excused or unexcused)
- Patterns of tardiness or school avoidance

Independent Study Policy

Denair Elementary Charter Academy supports student learning during planned absences through the use of short-term independent study.

Independent study allows students to continue learning and receive credit for attendance while away from school. Independent study is not intended to replace regular school attendance.

Requesting Independent Study

- Independent study must be requested in advance through the school office
- A minimum notice of 72 hours is required to prepare materials
- Requests may not be approved for last-minute or unplanned absences

Eligibility & Expectations

- Independent study is available for absences of multiple consecutive school days
- Students are expected to complete all assigned work during the independent study period
- Completed work must be returned to the teacher on the day the student returns to school

Attendance Credit

- Attendance credit may be granted when independent study work is completed and returned
- Incomplete or missing work may result in the absence being recorded as unexcused

Parent/Guardian Role

Parents/guardians are expected to:

- Support the student in completing assigned work
- Ensure all materials are returned on time

- Communicate with the teacher or office if questions arise

Final Determination

Approval of independent study and determination of attendance credit are made in accordance with district guidelines and school administration.

Home & Hospital Instruction

Students with a temporary medical condition that prevents them from attending school may be eligible for Home & Hospital Instruction, in accordance with state law and district guidelines.

This service is intended to provide instruction during extended absences due to medical need and requires medical verification from a licensed physician.

Families interested in this option should contact the school office for more information.

Attendance Recognition (Positive Reinforcement)

Denair Elementary Charter Academy recognizes and celebrates students who demonstrate strong attendance habits. Consistent attendance supports academic success, builds responsibility, and strengthens engagement in learning.

Perfect Attendance

Students who are present for the full instructional day, with no absences, tardies, or early check outs, may be recognized for perfect attendance.

- Perfect attendance means being present for the entire school day, every day
- Exceptions may include tardies caused by school bus delays or district-designated events (e.g., foggy day schedules)

Recognition Opportunities

Students may be recognized for:

- Perfect attendance
- Consistent attendance
- Improved attendance over time

Recognition may include awards or other forms of acknowledgment throughout the school year.

Health & Attendance

Student health and well-being are a priority. Students should remain home when ill.

Attendance recognition is intended to encourage positive habits and will not impact access to instructional activities.

Student Expectations

Positive Behavior Interventions & Supports (PBIS)

Denair Elementary Charter Academy uses a schoolwide system called Positive Behavior Interventions and Supports (PBIS) to promote a safe, supportive, and respectful learning environment for all students.

PBIS focuses on teaching and reinforcing positive behaviors so that all students can be successful both academically and socially.

Schoolwide Expectations

At DECA, all students are expected to demonstrate the following core values:

Safe • Responsible • Respectful • Kind

These expectations are taught, modeled, and reinforced across all school settings, including classrooms, playgrounds, cafeteria, and common areas.

Teaching & Reinforcing Positive Behavior

Staff explicitly teach behavior expectations and provide ongoing reminders and support to help students meet these expectations. Students are recognized and encouraged when they demonstrate positive behaviors aligned with our schoolwide values.

Coyote Cash Incentive System

As part of our PBIS program, students may earn Coyote Cash for demonstrating the schoolwide expectations: Safe, Responsible, Respectful, and Kind.

- Coyote Cash is awarded by staff to recognize positive behavior
- Students may save or spend their Coyote Cash
- Students may use their Coyote Cash to purchase small items from the Coyote Cave on a weekly basis
- Students may also use their Coyote Cash at the Cavelet (located in the library)
- **Items purchased with Coyote Cash are to be placed in the student's backpack immediately upon returning to class.**

At the Coyote Cave, students may purchase:

- Small items
- Special coupons for opportunities to spend time with an administrator or counselor
- Larger or special reward items are available at the Cavelet

This system is designed to reinforce positive choices, recognize student effort, and build meaningful connections between students and staff.

Positive Recognition & Awards

Students will be positively recognized in a variety of ways throughout the school year.

Recognition may include, but is not limited to:

- Academic achievement
- Birthday recognition
- Accelerated Reader achievements
- Character trait awards
- Perfect attendance
- Demonstrating behavior expectations

Recognition systems are designed to celebrate student effort, growth, and positive contributions to the school community.

Supporting Student Growth

When students struggle to meet expectations, staff provide reteaching, guidance, and appropriate consequences to support growth and help students make better choices.

Behavior Expectations

At DECA, students are expected to be:

Safe • Responsible • Respectful • Kind

These expectations apply in all areas of campus, including classrooms, playgrounds, cafeteria, and common areas.

Be Ready to Learn

- Arrive at school and class on time each day
- Bring necessary materials and completed assignments
- Participate actively and positively in learning
- Ask for help respectfully when needed

Respectful Behavior

- Follow staff directions the first time
- Use respectful language, tone, and actions
- Keep hands, feet, and objects to yourself
- Respect the learning environment by avoiding disruptions

Playground & Recess

- Play safely and include others
- Use playground equipment appropriately
- Stay within designated supervision areas
- Freeze and listen immediately when the whistle or signal is given

Cafeteria

- Use inside voices and respectful manners
- Remain seated unless given permission to move
- Clean up after yourself and help keep the cafeteria neat
- Follow directions from cafeteria supervisors

Hallways & Common Areas

- Walk at all times
- Keep voices at an appropriate level
- Respect classroom learning by staying quiet near instructional areas
- Move directly to assigned locations

Restrooms

- Use restrooms quickly and responsibly
- Keep restrooms clean and free from damage
- Respect the privacy of others
- Return to class promptly

Personal Items

- Toys, trading cards, expensive items, and non-school materials should remain at home
- School is not responsible for lost, stolen, or damaged items
- Exceptions may be approved by the teacher for classroom activities or Show & Tell
- Personal items may not interfere with learning

Devices

- No use of cell phones, smart watches, earbuds, or personal electronic devices during the school day
- Devices must be turned off or on “Do Not Disturb” and stored in backpacks
- Students may use school-approved technology only when directed by staff
- All communication during the school day must go through the office

School Property

- Use school materials, furniture, and technology responsibly
- Keep classrooms and campus clean
- Families may be responsible for damaged or lost school property

Behavioral Supports & Interventions

At DECA, taking accountability and exhibiting kindness are essential parts of our school culture. When behavior concerns occur, staff will work with students to teach, restore, and support positive choices.

Tier 1: Behavioral Intervention Steps

1. Redirect / Reteach

Staff will provide reminders, clarification of expectations, and opportunities for students to correct behavior appropriately.

2. Mediation & Restorative Conversations

When conflict, hurt feelings, or differing perspectives occur, staff may facilitate mediation or restorative conversations between students to encourage accountability, understanding, problem-solving, and repair of relationships.

Tier 2: Targeted Behavioral Interventions

Students who need additional behavioral support may receive targeted interventions designed to build self-regulation, social skills, and positive decision-making.

Possible Tier 2 interventions may include:

- Referral to the Check In / Check Out (CICO) program
- Temporary loss of participation in preferred activities
- Alternative recess or lunch periods with additional supervision and support
- Referral to Strong Kids, social skills groups, or other social-emotional learning supports
- Increased communication and collaboration with families
- Goal setting, reflection activities, and behavior monitoring supports

Tier 3: Intensive Behavioral Interventions

Students who continue to demonstrate significant behavioral concerns or unsafe behaviors may receive more intensive interventions and supports.

Possible Tier 3 interventions may include:

- Loss of participation in enrichment activities or special privileges
- In-school suspension (ISS)
- Suspension from school in accordance with school and district policies
- Individualized behavior support plans
- Restorative re-entry meetings with students and families
- Referral to additional counseling, behavioral, or community support services

The goal of Tier 3 interventions is to ensure safety, promote accountability, and provide students with the support needed to successfully re-engage in the school community.

Family & School Partnership

Across all tiers of support, parents, guardians, and school staff are partners in helping students develop into responsible citizens who make positive decisions that lead to positive outcomes.

Children are most successful when school and home work together with shared expectations and consistent support. One of the most effective ways adults teach children is by modeling the behaviors they hope to see, including respect, responsibility, kindness, problem-solving, and positive communication.

Through consistent communication, collaboration, accountability, and support, DECA is committed to helping every student grow academically, socially, and emotionally.

Dress Code

Why We Have a Dress Code

Our school dress code is aligned with district Board Policy and is applied consistently to all students. This approach allows us to remain focused on learning while respecting the wide range of family values and beliefs in our community. A common standard ensures fairness and clarity for everyone. At DECA, student dress should support a safe, respectful, and distraction-free learning environment.

Students who arrive in clothing that does not meet dress code expectations may be required to change clothing, contact home, or wear temporary clothing provided by the school.

Final Determination

Final determination of appropriate attire is at the discretion of school administration.

Coverage Requirement

Students must wear clothing that fully covers:

- Chest
- Midriff (front and sides)
- Buttocks
- Undergarments (must not be visible)

Length Requirement

Shorts, skirts, and dresses must be at least mid-thigh length.

Definitions:

- The *thigh* is the area between the hip and the knee
- *Mid-thigh* is approximately halfway between the hip and the knee

Enforcement Standard:

- Clothing must extend to at least the midpoint between the hip and the knee when standing

Tops

- Must have straps or sleeves
- Tank top strap width a minimum of 1 inch
- No strapless tops
- Spaghetti straps (strap width less than 1 inch) must be layered with another shirt

Footwear (Required Daily)

- Closed-toe shoes only
- Must have a back or secure strap
- No slides, slippers, or unsafe footwear
- Crocs are permitted IF the back strap is used appropriately

Prohibited Content

Clothing may not display, advertise, or encourage:

- Profanity
- Drugs, alcohol, or tobacco
- Weapons or violence
- Sexual or inappropriate imagery
- Slander or libel

Accessories

- No items that could cause injury (chains, safety pins, spikes, etc.)

Costume Guidelines (Dress-Up Days & Special Events)

To ensure a safe, inclusive, and positive environment for all students, costumes must follow the guidelines below:

General Expectations

- Costumes must follow the school dress code at all times
- Costumes may not include blood, gore, or body parts of any kind
- No weapons or weapon replicas (e.g., swords, guns, knives, hooks) are allowed
- No face coverings (e.g., masks, hoods, full face makeup) are allowed
- Costumes must allow for safe movement and may not drag on the ground

Prohibited Costumes

- Clown costumes are not permitted, as they may cause fear or distress for younger students and can interfere with maintaining a safe and supportive school environment
- Costumes that may be perceived as frightening or disruptive (e.g., horror-themed characters) are not allowed

Safety & Supervision

- Students must be easily identifiable at all times
- Costumes must not interfere with a student's ability to participate safely in school activities

Final Determination

Final approval of costumes is at the discretion of school administration.

Gang-related Apparel

To maintain a safe and respectful school environment, clothing or items that are identified as gang-related are not permitted on campus.

Some symbols, images, or styles of dress may appear harmless but can be associated with gang affiliation or may be interpreted as such by others. For this reason, families are encouraged to select clothing that is free of potentially inappropriate or controversial symbols unless they are clearly school-related or positive in nature.

Guidance regarding gang-related apparel is informed by local law enforcement and may be updated as needed. The school will communicate any changes or concerns with families.

Students who display gang-related items or engage in behavior associated with gang activity will be referred to administration. The school will work with the student and family to address concerns and ensure expectations are understood.

COVERAGE REQUIREMENT

Students Must Wear Clothing That Fully Covers:

- CHEST
- MIDRIFF (FRONT AND SIDES)
- UNDERGARMENTS (MUST NOT BE VISIBLE)

LENGTH REQUIREMENT

Shorts, skirts, and dresses must be at least mid-thigh length.

DEFINITIONS

- The thigh is the area between the hip and the knee
- Mid-thigh is approximately halfway between the hip and the knee



MID-THIGH (OK)



TOO-HIGH (NOT OK)

ENFORCEMENT STANDARD

Clothing must extend to at least the midpoint between the hip and the knee when standing

FOOTWEAR (REQUIRED DAILY)

- Closed-toe shoes only
- Must have a back or secure strap
- No slides, slippers, or unsafe footwear
- Crocs are permitted if the back strap is used appropriately

ACCEPTABLE



NOT ALLOWED



TOPS



T-Shirt



Tank top strap width a minimum of 1 inch



Spaghetti straps must be layered with another shirt



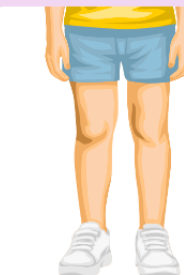
No Strapless Tops or Dresses



Spaghetti straps alone are Not Allowed

chest, midriff, and back are fully covered

SHORTS THAT ARE TOO SHORT? LAYER WITH BICYCLE SHORTS!



Too short alone



Bicycle shorts underneath.



Now it meets the dress code!

Personal Items

To maintain a safe and focused learning environment, students are **not permitted to bring personal items** (e.g., toys, games, collectibles, cards, or other non-school materials) to school.

General Rule

- Personal items must remain at home
- Items brought to school without permission may be confiscated
- The school is not responsible for lost, stolen, or damaged items

Exception: Show & Tell

The only exception to this policy is for Show & Tell or teacher-directed classroom activities.

- Items must be approved in advance by the classroom teacher
- Items must remain in the classroom at all times
- Items may not be taken outside or used during recess or other non-classroom times

Final Determination

Final decisions regarding personal items are at the discretion of administration.

Cell Phones & Smart Watches

In accordance with District Board Policy 5131.8, student use of mobile communication devices is restricted during the school day.

Student Expectations

- Students are not permitted to use cell phones, smart watches, or other mobile communication devices during the school day, including ELOP time
- Devices must be turned off or in “Do Not Disturb” mode and stored in backpacks
- **Gaming devices (e.g., handheld gaming systems) are not permitted on campus.** These items are a distraction to the learning environment and are often expensive to replace if lost or stolen.

A completed Mobile Communication Device Agreement form is required for students to carry a mobile communication device (e.g., cell phone or smart watch) on campus.

Parent Communication During the School Day

To minimize classroom disruptions and support student learning, students may not use personal devices to communicate with parents during the school day.

If a parent/guardian needs to contact their student during school hours, they must contact the school office. Office staff will ensure that messages are delivered in a timely and appropriate manner.

Similarly, students who need to contact a parent/guardian during the school day must do so through the school office with staff permission.

Personal devices may not be used as a substitute for school-to-home communication during instructional time.

Exceptions

Students may use a mobile communication device under the following circumstances:

- In the case of an emergency or perceived threat
- When required for medical reasons (with documentation)
- When specified in a student's Individualized Education Program (IEP)

Progressive Consequences for Misuse

First Offense

- Verbal warning
- Device confiscated and returned at end of day
- Logged in Aeries; parents/guardians notified

Second Offense

- Device confiscated and must be picked up by a parent/guardian
- Logged in Aeries; parents/guardians notified

Third Offense

- Device confiscated
- Student may lose the privilege of carrying a device on campus for a period of time, as determined by administration
- Logged in Aeries; parents/guardians notified

The school is not responsible for lost, stolen, or damaged devices.

Device Expectations at a Glance

	Device	Can Students Bring It?	Can Students Use It During School/After School Programs?	Requirements
	Cell Phone	Yes	No	Must be off or on <i>Do Not Disturb</i> , stored in a backpack, and have a Mobile Communication Device Agreement on file.
	Smart Watch	Yes	No	Must be off or on <i>Do Not Disturb</i> , stored in a backpack, and have a Mobile Communication Device Agreement on file.

	Wireless Earbuds/ Headphones	No	No	Unless specifically authorized by school staff for instructional purposes.
	Gaming Device	No	No	Not permitted on campus.
	Recording or Camera Functions	No	No	Students may not record, photograph, or video others during the school day.

School Technology & Devices

Purpose

Denair Unified School District provides Chromebooks and, when applicable, hotspots to support student learning. These devices are essential tools used to access instructional materials, complete assignments, and participate in classroom activities.

All use of technology must support the educational program.

Technology Use Agreement

All students and parents/guardians are required to sign a Technology Use Agreement each school year.

- Students may not use any district-issued device (Chromebooks, laptops, or tablets) until a signed agreement is on file
- Use of all devices must follow District Board Policy 6163.4

Internet Access

The district network, including Internet access, is provided for educational purposes and is filtered in accordance with the Children's Internet Protection Act (CIPA).

Parents/guardians acknowledge that:

- Internet access is a core part of instruction
- Digital tools are necessary for participation in classroom learning
- All Internet access through the district network is filtered for appropriate content

Parents/guardians may request an Internet Access Opt-Out Form through the school office.

- Opt-out limits access to non-core instructional Internet content
- The opt-out applies to the current school year only
- A new form must be submitted each year to renew the request

Student Responsibilities

Students are expected to:

- Use devices for educational purposes only

- Follow all district technology policies
- Handle devices with care
- Store devices safely when not in use

Prohibited Use

School-issued devices may not be used for:

- Games, entertainment, or media not assigned by the teacher
- Social media or messaging platforms
- Recording, photographing, or sharing images/videos without permission
- Accessing inappropriate or non-educational content
- Any activity that disrupts learning or violates school rules

Care, Damage, and Replacement

School-issued devices are the responsibility of the student.

- Parents/guardians are responsible for the full replacement cost of any lost, damaged, or stolen device

In accordance with the K–5 Student Conduct Code and Education Code 48904:

- Students with outstanding debts may be restricted from participating in extracurricular activities
- Final report cards may be withheld until financial obligations are resolved

Liability

The school is not responsible for:

- Lost, stolen, or damaged devices
- Personal data stored on school-issued devices

Health & Wellness

Our goal is to maintain a safe and healthy school environment for all students. Please review the guidelines below to ensure your student's health needs are properly supported during the school day.

Head Lice Policy

Students found with active head lice will be excluded from school in accordance with Board Policy.

- Students found to have active adult head lice will be excluded from school in accordance with Board Policy.
- Parents/guardians will be notified and provided with information regarding recommended treatment procedures. Treatment should begin immediately, and all household members should be checked for head lice.
- Upon returning to school, the student must be examined by the school nurse or designee. Students may return to class when no active head lice are detected.
- Students who have been treated for head lice may be rechecked weekly for up to six weeks following their return to school.
- The parent/guardian is responsible for treatment and follow-up care. Student privacy will be maintained throughout the process.

The parent/guardian is responsible for treatment.

Privacy and Communication

To protect student privacy, the school does not routinely notify individual classrooms or families when a student is identified with head lice. However, the school may provide general information or prevention reminders to families when appropriate.

All cases of head lice will be handled confidentially and in accordance with District policy.

Illness or Injury at School

Students who feel ill or are injured during the school day should notify a staff member immediately.

- Students will be evaluated by the health technician or office staff
- Parents/Guardians will be contacted if needed
- The nurse sends home a note in the student's purple folder for each student seen that day
- Students may be sent home if they are unable to safely remain at school

Medication at School

To ensure student safety, all medications must be handled through the school office.

Prescription Medication

- Requires a completed Request for Administration of Medication at School form
- Must be signed by both a physician and parents/guardians
- Medication must be provided in the original container
- Medication will not be administered without completed paperwork

Student-Carried Medication

Students may only carry medication (e.g., inhalers, EpiPens) if:

- A district authorization form is on file
- The medication is deemed necessary for emergency use

Nonprescription Medication

- Will only be administered by a parent/guardian
- School staff do not administer over-the-counter medication

All medications and documentation are securely stored in the school office.

Nurse & Health Services

- District nurses serve all school sites and are assigned schedules each year
- DECA has a Health Technician on campus daily from 8:30 am – 3:00 pm

Vaccinations & Immunizations

All students must meet California immunization requirements to attend school.

Students who do not meet immunization requirements may be excluded from attendance in accordance with state law.

Food

Denair Elementary Charter Academy is committed to promoting a healthy school environment that supports student well-being and learning. All food on campus must align with district wellness guidelines and Board Policy 5030.

Students may bring lunch from home or receive a free lunch from the cafeteria. Menus are on the school and district websites. Arrange lunch plans with your student each morning.

Daily Food Expectations

Students are expected to:

- Eat a nutritious breakfast before or at school
- Bring healthy snacks if needed
- Eat only their own food (no sharing of food or drinks)

To ensure student safety:

- All food must be consumed in designated areas
- Sharing food is not permitted due to allergy and safety concerns

Allowed Food & Beverages

Students may bring:

- Healthy snacks and meals
- Water in reusable or disposable plastic or aluminum containers
- All water containers must have a functional lid to prevent leakage

Not Allowed

The following items are not permitted on campus:

- Candy or non-nutritious foods during the school day (unless approved)
- Gum
- Sunflower seeds
- Soda or energy drinks
- Glass containers

Student Responsibility

Students are expected to:

- Clean up after themselves
- Dispose of trash properly
- Help maintain a clean and safe campus

Final Determination

Final determination of allowable food items is at the discretion of school administration.

Food as Rewards

In alignment with the district wellness policy, food may not be used as a reward or incentive. Staff and families are encouraged to support non-food ways of recognizing student achievement, consistent with our PBIS program.

Classroom Celebrations & Birthdays

Denair Elementary Charter Academy values recognizing students and building a positive classroom community. Classroom celebrations, including birthdays, are permitted with the following guidelines.

Teacher Approval Required

All classroom celebrations must be:

- Pre-approved by the classroom teacher
- Scheduled at a time that does not disrupt instruction

Teachers will communicate specific classroom expectations and procedures to families.

Food Guidelines

To support student health and safety and align with District Board Policy 5030:

- All food items must meet district nutrition guidelines
- Only store-bought, pre-packaged items are permitted
- Homemade food is not allowed
- Food may not be used as a reward or incentive

Celebrations involving food must take place after the lunch period.

Non-Food Celebrations (Encouraged)

Families are encouraged to consider non-food options such as:

- Small classroom supplies (e.g., pencils, stickers)
- Books or games for the classroom
- Participation in a classroom activity

These options align with our PBIS focus on positive recognition without relying on food.

Items Not Allowed

The following items are not permitted for celebrations:

- Balloons
- Flowers
- Homemade food items

Parent/Guardian Participation

Parents/guardians who wish to attend a classroom celebration must:

- Be pre-approved by the teacher
- Complete the volunteer clearance process at least two weeks in advance

Uncleared visitors will not be permitted to attend.

Final Determination

Final approval of all celebration items and activities is at the discretion of the classroom teacher and school administration.

Academics & Student Support

Denair Elementary Charter Academy is committed to supporting the academic growth of every student. We use high-quality curriculum, ongoing assessment, and targeted support to ensure all students are progressing toward grade-level standards.

Core instructional materials are approved and adopted by the Denair Unified School District Governing Board. Teachers may, in their professional judgment, utilize supplemental materials and resources to support and enhance instruction based on student needs.

All instruction is aligned to California State Standards and reflects best practices in teaching and learning.

Accessing Grades Online

Parents/Guardians may access their student's grades online via the Aeries information system. Aeries may be accessed online or through the mobile app. Access information will be sent home with students at the beginning of the school year and can also be obtained from the office.

Academic Honesty (Cheating, Plagiarism, and Use of AI)

Students are expected to complete their own work and demonstrate their learning honestly.

Cheating and plagiarism (including copying another student's work or submitting work that is not their own) will result in a failing grade for the assignment, test, or project.

Parents/guardians will be notified, and incidents may be referred to administration. Repeated or habitual offenses may result in a failing grade for the subject.

The use of artificial intelligence (AI) tools or other online resources to complete student work is not appropriate at the elementary level, unless explicitly directed by the teacher. Work submitted must reflect the student's own thinking and effort.

Homework Expectations

Homework is designed to support and reinforce classroom learning, build responsibility, and develop independent study habits. Homework is intended to reflect student understanding; families should provide support but not complete work for the student.

At DECA, homework is purposeful and aligned to student learning. It is not assigned as busy work.

General Guidelines

- Homework may be assigned at the teacher's discretion based on grade level and student needs
- Assignments will reinforce skills taught in class or provide additional practice
- Students are expected to complete homework to the best of their ability

Reading at Home (Highly Encouraged)

Daily reading at home is strongly encouraged for all students.

- Students may read independently or with a family member

- Reading may include AR books or other appropriate materials
- Reading to students and family/shared reading is valuable, especially for students who are not yet reading independently
- Consistent reading supports fluency, comprehension, and overall academic success
- Listening to stories and discussing books also supports comprehension and language development.

Free Reading Resources

Families are encouraged to take advantage of free reading and audiobook resources available online and through the local library. Listening to stories, reading together, and independent reading all support student growth and a love of reading.

Available resources include:

- Stanislaus County Public Library
- Storyline Online
 - Good for listening and comprehension
- LibriVox
 - Good for public domain audiobooks
- Unite for Literacy
 - Good for early readers and multilingual learners
- Epic!
 - Teachers may be able to provide access codes
- Oxford Owl
 - Good for early readers

Time Expectations

Homework time may vary by grade level, but should remain reasonable and developmentally appropriate. If homework is consistently taking an excessive amount of time, families should contact the classroom teacher.

Family Role

Families can support student success by:

- Providing a quiet space for homework
- Encouraging consistent routines
- Monitoring completion (as appropriate for age)

Homework should reflect the student's own effort and understanding.

Late or Incomplete Homework

Teachers will communicate classroom-specific expectations regarding late or incomplete work.

Progress Reports

Progress reports will be sent to all students mid-trimester. Please review and discuss the report with your student. Please contact the classroom teacher with any questions or concerns.

Report Cards

Report cards will be sent to all students the following week after the trimester ends. Please review and discuss the report with your student. Please contact the classroom teacher with any questions or concerns.

Library & Accelerated Reader (AR)

The school library is an important resource that supports student learning and a love of reading. Students may visit the library with their class or during the school day with permission from their classroom teacher.

Library Expectations

Students are expected to:

- Select books that are appropriate for their reading level
- Handle all library materials with care
- Return books on time

Students are responsible for any materials checked out to them. Parents/guardians may be responsible for the full replacement cost of any lost, damaged, or stolen books.

Accelerated Reader (AR) Guidelines

DECA uses the Accelerated Reader (AR) program to support reading growth and comprehension.

- Students are expected to select books within their assigned AR reading range
- AR reading ranges are determined by assessment data and teacher guidance and may change throughout the school year based on student progress
- Students who do not select books within their assigned range will be asked to make another selection
- Students may also have opportunities to select books outside their AR range for independent or recreational reading, as determined by the teacher or librarian.
- After reading, students may take an AR quiz to demonstrate comprehension
- AR participation and goals will be guided by the classroom teacher

The goal of AR is to promote independent reading, comprehension, and a lifelong love of reading.

Assessment & Progress Monitoring

Throughout the school year, students participate in a variety of assessments to help teachers understand their strengths and areas for growth. These assessments guide instruction and help ensure students receive the support they need.

i-Ready (Grades K–5)

All students in grades K–5 are assessed using i-Ready in both:

- English Language Arts (ELA)
- Mathematics

i-Ready is administered multiple times per year to:

- Measure student growth

- Identify skill gaps
- Inform instruction and intervention

Early Literacy Assessments

Grades K–2

Students in grades K–2 are assessed using:

- mCLASS DIBELS 8 and/or
- Lectura (for Spanish literacy in Dual Immersion)

These assessments measure foundational reading skills such as:

- Letter recognition
- Phonemic awareness
- Fluency
- Early comprehension

Grade 3

Students in grade 3 may be assessed using:

- DIBELS and/or
- Lectura, as appropriate

These assessments help monitor continued development in reading fluency and comprehension.

Use of Assessment Data

Assessment results are used to:

- Guide classroom instruction
- Identify students who may need additional support
- Monitor student progress over time
- Inform communication with families

Families will receive information about student progress and assessment results throughout the year.

Student Support Systems

DECA provides a continuum of support to meet student needs, including classroom interventions, SST supports, 504 Plans, and Individualized Education Programs (IEPs).

Student Success Team (SST)

The Student Success Team (SST) is a collaborative team that supports students experiencing academic, behavioral, or social-emotional challenges.

The SST may include:

- Teachers

- School administrators
- Support staff
- Parents/guardians

The team works together to:

- Review student progress
- Identify areas of concern
- Develop and monitor intervention plans

Intervention Lab

Students who need additional academic support may participate in DECA's Intervention Lab. Intervention services are available in both reading and mathematics and are designed to provide targeted instruction based on identified student needs.

Intervention is typically provided in 6–8 week cycles. Throughout each cycle, student progress is monitored regularly using assessment data, classroom performance, and teacher observations. At the end of each cycle, data is reviewed to determine student growth and whether intervention should continue, be adjusted, or conclude based on the student's needs.

The goal of Intervention Lab is to provide timely, focused support that helps students build skills, close learning gaps, and experience success in the classroom.

Section 504 Plans

Students who have a qualifying disability but do not require special education services may be eligible for support through a Section 504 Plan, in accordance with federal law.

A 504 Plan is designed to provide reasonable accommodations that allow a student equal access to the general education program.

504 teams, which include parents/guardians and school staff, work collaboratively to:

- Identify student needs
- Determine appropriate accommodations
- Support student access to learning

Special Education Services (IEPs)

When appropriate, a student may be referred for a comprehensive evaluation to determine eligibility for special education services. Students who qualify for special education services receive support through an Individualized Education Program (IEP), in accordance with state and federal law.

IEP teams, which include parents/guardians and school staff, work collaboratively to:

- Identify student needs
- Develop individualized goals
- Determine appropriate services and supports

All services are provided as outlined in the student's IEP.

Dual Language Immersion (DLI) Program

Denair Elementary Charter Academy offers a Dual Language Immersion (DLI) program designed to develop students who are:

- Bilingual (able to communicate in two languages)
- Biliterate (able to read and write in two languages)
- Culturally competent

The DLI program is a rigorous and enriching academic experience that supports both language development and high academic achievement.

Instructional Model

Students in the DLI program receive instruction in both Spanish and English. The amount of Spanish and English instruction changes as students progress through the grade levels:

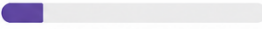
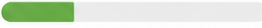
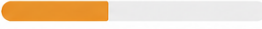
- Kindergarten: 90% Spanish / 10% English
- Grade 1: 80% Spanish / 20% English
- Grade 2: 70% Spanish / 30% English
- Grade 3: 60% Spanish / 40% English
- Grades 4–5: 50% Spanish / 50% English

In the primary grades, students learn to read and write in Spanish first. English literacy is developed as students progress through the program.

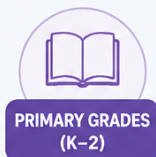
INSTRUCTIONAL MODEL

Students in the DLI program receive instruction in both Spanish and English.

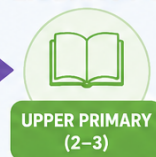
The amount of Spanish and English instruction changes as students progress through the grade levels:

GRADE LEVEL	SPANISH INSTRUCTION	ENGLISH INSTRUCTION
 KINDERGARTEN	90% Spanish 	10% English 
 GRADE 1	80% Spanish 	20% English 
 GRADE 2	70% Spanish 	30% English 
 GRADE 3	60% Spanish 	40% English 
 GRADES 4–5	50% Spanish 	50% English 

LITERACY DEVELOPMENT



Students learn to read and write in **Spanish first**.



English literacy is introduced and begins to grow.



Students continue to develop reading and writing skills in both **English** and **Spanish**.



Our goal is biliteracy, academic success, and multicultural competence.

Program Expectations

The DLI program is designed as a long-term commitment from Kindergarten through Grade 5, with continued opportunities in middle and high school.

Students in the program:

- Are held to the same academic standards as all students
- Participate in all required state assessments
- Learn in classrooms that include a range of academic abilities

It is common for students to experience:

- Temporary frustration or fatigue while learning a second language
- Stronger early literacy skills in Spanish during the primary grades

These are normal parts of the language acquisition process.

Family Partnership

Family support plays an essential role in student success in the DLI program. You do not need to be bilingual to support your student.

Families are encouraged to:

- Support homework completion and school routines
- Show interest and enthusiasm for Spanish language and culture
- Engage in reading at home in your native language and the other if possible for you
- Seek opportunities for additional Spanish exposure (books, events, conversations, etc.)

Consistent attendance and punctuality are especially important in the DLI program.

Program Placement & Continuity

Students in the DLI program typically remain with the program cohort from Kindergarten through Grade 5.

If a student experiences academic difficulty:

- Interventions and supports will be provided
- Program placement decisions will be made by the school team based on student needs

Enrollment & Withdrawal

The DLI program has limited space and may require a lottery process if applications exceed capacity.

Families requesting to withdraw from the program must:

- Meet with school administration
- Submit a formal written request
- Follow established timelines and procedures

Withdrawal requests are subject to enrollment availability in other programs and may impact students' academic and social adjustment.

Family Communication

Addressing Questions or Concerns

Denair Elementary Charter Academy values strong partnerships between families and staff. Open, respectful communication is essential to supporting student success.

Partnering for Understanding

We recognize that children may share concerns or describe situations from their perspective. Families are encouraged to seek additional information and clarification before drawing conclusions. Approaching concerns with an open mind and a willingness to collaborate helps ensure the best outcome for all students.

Communication Expectations

All communication between families and staff should remain:

- Respectful
- Solution-focused
- Focused on supporting student success

Teachers will make every effort to respond to parents/guardians communication within 1–2 school days. Responses may take longer during weekends, holidays, or high-demand periods.

Start with the Teacher

If a concern arises regarding your child's classroom experience, families are expected to first contact the classroom teacher.

Teachers are best positioned to:

- Provide context and clarify situations
- Address concerns directly
- Work collaboratively to support your child

Most concerns can be resolved quickly through direct communication with the teacher.

Steps for Addressing Concerns

To ensure concerns are addressed effectively and efficiently, families should follow this process:

1. Classroom Teacher

Contact the teacher to discuss the concern and seek resolution.

2. School Administration

If the concern is not resolved, families may contact the school office to request support from administration.

3. District Office (if necessary)

If additional support is needed, concerns may be directed to the district following school-level review.

Following this process helps ensure concerns are addressed by the appropriate person at each level.

Urgent Concerns

Concerns involving student safety or immediate needs should be directed to the school office.

School to Home Communication

ClassDojo / ParentSquare

Some teachers will continue to use ClassDojo for communication purposes between classroom and teacher. Teachers will provide information to parents regarding how to connect. Important school information will be sent via the ParentSquare app in Aeries in lieu of/in addition to sending paper notes. Once you complete the registration for Aeries, DECA will extend an invitation to you through email or text, inviting you to join ParentSquare. Upon receiving the invitation, you will be required to click on a link to activate your account.

Flyers & Printed Materials

In addition to electronic communication, important information may also be sent home with students.

- Flyers, notices, and announcements may be sent home in your child's purple folder
- Families are encouraged to check their child's folder daily for school and classroom communication

This system helps ensure that all families receive timely information, including event notices, permission slips, and important updates. The school is not responsible for missed information if folders are not checked regularly.

Use of Automated Dialing Systems

One form of school-to-home communication is via email or phone call through the Aeries. The office and district will send automated emails/phone calls home regarding important school and district events such as reminders, upcoming events, etc.

Family Involvement

Ways to Get Involved

Advisory Committee

The Charter School will establish an advisory committee consisting of parents and stakeholders. Its purpose is to review policies and goals (subject to the District Board's approval), monitor academic and operational performance, and assist in developing family involvement strategies. The committee will meet at least four times annually, with dates and locations scheduled yearly.

DECA Parents Club

Parents/guardians can join the DECA Parents Club (DECA PC) to raise funds for the school. DECA PC organizes fundraisers and activities throughout the year and holds monthly meetings. A calendar of events, including meetings, will be provided at the start of the year.

DLAC/ELAC

Volunteer vs. Visitor Distinction

Attendance at assemblies, performances, or classroom presentations is considered a visitor activity, not volunteering. Because visitors are not supervising students or assisting staff, the district volunteer application process is not required for these types of events.

Adults who wish to assist with activities, supervise students, or help staff must complete the district volunteer clearance process before participating in those roles.

Do I Need Volunteer Clearance?

Activity	Volunteer Clearance Required?	Reason
Attending a school assembly	No, but you will need to show a valid ID for checking in at the office.	Visitors are observing an event and are not assisting staff or supervising students.
Attending a classroom presentation or performance	No, but you will need to show a valid ID for checking in at the office.	Visitors are attending as audience members and are not working with students.
Participating in a school or district family/community event or open house	No, but you <i>may</i> need to show a valid ID for checking in at the office.	Attendance alone is considered a visitor activity.
Assisting in a classroom	Yes	Volunteers work directly with students and/or assist staff.
Chaperoning a field trip	Yes	Volunteers supervise and interact with students.

Supervising students during school activities	Yes	Student supervision requires volunteer clearance.
Assisting teachers with instructional or school activities	Yes	Volunteers are supporting staff and students in an active role.

Volunteer Clearance

All adults must complete the district volunteer application and clearance process before they are permitted to volunteer in classrooms, assist at school events, or serve as a field trip chaperone. The district volunteer packet is available digitally through the school office. Please see office personnel for access to the application.

The approval process can take up to two weeks to complete. To participate in any volunteer opportunity, including field trips, the application must be submitted early enough to allow time for processing. Applications submitted less than two weeks before an event may not be processed in time, and the parents/guardians will not be permitted to volunteer or attend as a chaperone. Volunteer participation cannot be approved until the district process has been fully completed and cleared.

Visitor Policy

Our school welcomes families to attend special school and classroom events such as assemblies, student presentations, performances, and similar activities. To ensure student safety and minimize disruptions to instruction, the following guidelines apply to all visitors attending these events.

1. Visitor check in Requirement

All adults attending school or classroom events must check in at the school office upon arrival and present a valid government-issued photo ID. Visitors will be screened through the RAPTOR visitor management system and must wear a visitor badge while on campus.

This process is required for all visitors, even if they are only attending a short event.

2. Volunteer vs. Visitor Distinction

Attendance at assemblies, performances, or classroom presentations is considered a visitor activity, not volunteering. Because visitors are not supervising students or assisting staff, the district volunteer application process is not required for these types of events.

Adults who wish to assist with activities, supervise students, or help staff must complete the district volunteer clearance process before participating in those roles.

3. Event Expectations

Visitors are expected to:

- Remain in designated event areas
- Follow directions from school staff
- Avoid interrupting instruction or presentations
- Maintain respectful and appropriate behavior while on campus

4. Photography and Student Privacy

Visitors may take photos or videos of their own student during school events when permitted by staff. However, photos or videos of other students should not be shared publicly without permission from those students' families.

5. Arrival and Departure

All visitors must check in at the office with a valid ID and wear a badge while on campus. Upon departure, visitors must check out from the office and surrender their badge for destruction.

Visitors should arrive close to the scheduled start time.

6. Safety and Supervision

All supervision of students during school and classroom events remains the responsibility of school staff. Visitors may not remove students from the event area unless they follow normal student checkout procedures through the office.

7. Final Determination

School staff and administration reserve the right to limit visitor access or attendance if necessary to maintain student safety, campus security, or an appropriate learning environment.

Classroom Volunteer Policy

To ensure a productive and safe environment for all students, the following guidelines apply to classroom volunteers.

All adults must complete the district volunteer application and clearance process before they are permitted to volunteer in classrooms, assist at school events, or serve as a field trip chaperone. The district volunteer packet is available digitally through the school office. Please see office personnel for access to the application. (see page 38)

1. Teacher Approval Required

All classroom volunteering must be requested in advance and approved by the classroom teacher. Teachers determine the need for volunteers based on instructional plans and student needs. Volunteer opportunities may be limited and not all requests can be accommodated.

2. Scheduling and Availability

Volunteering must be scheduled in advance with the teacher. Unscheduled drop-in visits are not permitted.

Teachers may schedule volunteers for specific activities such as:

- Small group support
- Preparing instructional materials
- Assisting with classroom events
- Supporting centers or learning stations

3. Volunteer Requirements

All classroom volunteers must:

- Complete the district volunteer application process
- Sign in and out at the school office and receive a visitor badge
- Follow all school and district policies
- Maintain confidentiality regarding student information
- Follow the directions of the classroom teacher at all times

Volunteers may only work with students under the direction and supervision of school staff.

4. Focus on All Students

Classroom volunteers support the entire class, not just their own student. Teachers may assign volunteers to assist with various students or tasks based on classroom needs.

5. Additional Children or Guests

Volunteers may bring additional children at the discretion of the classroom teacher. The classroom teacher is not obligated to allow additional children or guests if they feel the presence of additional children or guests would negatively affect the classroom environment or detract from the volunteer opportunity (needs of the teacher/classroom).

6. Instructional Environment

To protect instructional time:

- Volunteers should avoid interrupting lessons
- Cell phone use should be limited to emergencies
- Volunteers may not photograph or record students except at the direction of the teacher using a designated device

7. Confidentiality

Volunteers may observe student learning or behavior while assisting in the classroom. All information about students is confidential and may not be discussed except with the teacher in the classroom. If a volunteer has concerns, or compliments, they may speak with a site administrator.

8. Appropriate Conduct & Dress

Volunteers are expected to maintain a respectful and professional presence on campus. This includes adhering to school expectations for behavior and appropriate attire. Volunteers are expected to dress in a manner appropriate for an elementary school setting. Any behavior or attire that disrupts instruction or does not align with school expectations may result in the volunteer being asked to leave and may affect future volunteer opportunities.

9. Final Determination

The teacher and school administration reserve the right to limit, reschedule, or decline volunteer participation in order to maintain a safe and effective learning environment.

School Event Volunteer Policy

To ensure events run safely and smoothly, the following guidelines apply to all school event volunteers.

All adults must complete the district volunteer application and clearance process before they are permitted to volunteer in classrooms, assist at school events, or serve as a field trip chaperone. The district volunteer packet is available digitally through the school office. Please see office personnel for access to the application. (see page 38)

1. Event Volunteer Sign-Up

Volunteer opportunities for school events are often limited and may be filled through a sign-up process coordinated by school staff. Submitting a request to volunteer does not guarantee a volunteer position. School staff determine the number of volunteers needed and assign roles based on the needs of the event.

2. Volunteer Responsibilities

Event volunteers are expected to:

- Follow all school and district policies
- Follow directions provided by school staff or event coordinators
- Support the assigned activity or station for the duration of the event
- Maintain a safe and respectful environment for all students and families

Volunteers should remain at their assigned area unless directed otherwise by staff.

3. Supervision of Students

School event volunteers assist with activities but do not replace school staff in supervising students. All supervision decisions remain the responsibility of school personnel.

4. Visitors and Additional student

Volunteers should not bring additional students/children or guests while volunteering unless the event is specifically designed for family participation.

5. Appropriate Conduct & Dress

Volunteers are expected to maintain a respectful and professional presence on campus. This includes adhering to school expectations for behavior and appropriate attire. Volunteers are expected to dress in a manner appropriate for an elementary school setting. Any behavior or attire that disrupts instruction or does not align with school expectations may result in the volunteer being asked to leave and may affect future volunteer opportunities.

6. Final Determination

School staff and administration reserve the right to limit or decline volunteer participation in order to maintain a safe and well-organized event.

Field Trip Chaperone Policy

To ensure student safety and provide equitable opportunities for families to participate, the following guidelines apply to all school field trips.

All adults must complete the district volunteer application and clearance process before they are permitted to volunteer in classrooms, assist at school events, or serve as a field trip chaperone. The district volunteer packet is available digitally through the school office. Please see office personnel for access to the application. (see page 38)

1. Chaperone Selection

The number of chaperones for each field trip is determined by the teacher and school administration based on supervision needs, transportation limits, and the nature of the activity. When parent chaperones are needed, volunteers will be selected using a first-come, first-served sign-up process unless otherwise determined by the teacher or administration. *Submitting a request does not guarantee a chaperone spot.*

2. Rotation of Opportunities

Because chaperone spaces are limited, teachers may prioritize families who have not yet had an opportunity to chaperone during the school year in order to provide equitable participation across families.

3. Parent Requests Based on Student Needs

If a student has documented medical or dietary needs that require specialized supervision, families should communicate with the teacher and school in advance of the field trip so appropriate accommodations can be considered.

However, the presence of a medical, dietary, or personal preference does not automatically guarantee a parent or family member a chaperone position. School staff will determine the appropriate supervision plan for all students.

4. Expectations for Chaperones

Parents who serve as chaperones are expected to:

- Follow all school and district policies
- Supervise assigned students at all times
- Support the directions of school staff
- Focus on the safety and participation of the entire group, not only their own student
- Avoid bringing additional student or guests

Failure to follow these expectations may result in removal from chaperone eligibility for future trips.

5. Appropriate Conduct & Dress

Chaperones are expected to maintain a respectful and professional presence with students. This includes adhering to school expectations for behavior and appropriate attire. Chaperones are expected to dress in a manner appropriate for an elementary school setting. Any behavior or attire that is disruptive or does not align with school expectations may result in the chaperone being asked to leave and may affect future chaperone opportunities.

6. Final Determination

All field trip supervision decisions, including the number and selection of chaperones, are at the discretion of school staff and administration.

Additional Policies and Procedures

Bicycles, Scooters, Skateboards & Rollerblades

Students may ride bicycles and non-motorized scooters to and from school.

- Students must walk bicycles and scooters when entering and exiting campus
- Bicycles and scooters must be stored in designated bicycle racks
- Students must bring a lock and secure their bicycle or scooter

Rollerblades must be removed immediately upon arrival. Skateboards and rollerblades may not be used during the school day.

Prohibited Motorized Devices

For safety reasons, motorized devices are not permitted on campus.

This includes, but is not limited to:

- Electric bicycles (e-bikes)
- Motorized scooters
- Any battery-powered or gas-powered transportation devices

Students arriving with prohibited motorized devices will be required to secure them off campus, and repeated violations may result in further action.

The school is not responsible for storing or securing prohibited devices.

Bus

Students must use the bus when traveling to school-sponsored events and for bus evacuation practice. Students are expected to follow all school rules and expectations on the bus. Per the district conduct code, failure to comply with bus rules will result in loss of bus privileges.

Disaster/Emergency Drills

The school will conduct regular fire, earthquake, lockdown, evacuation, disaster, bus evacuation, and public disturbance drills. Students must participate seriously, remain silent and orderly, and follow all staff instructions.

District Handbook

Parents/guardians and students are encouraged to read the district parent/student handbook that includes the district conduct code. A signature is required and is included in the student's Aeries confirmation.

Extracurricular Activities

Various extracurricular activities are held throughout the school year. Students are expected to maintain appropriate behavior during the activities. Performers, guests, and speakers are to be

treated with respect and consideration. Participation in extracurricular activities is a reward. Students who fail to follow school and classroom behavior expectations will **NOT** be allowed to participate in extracurricular activities.

Field Trip Participation

Field trips are an extension of the classroom and are designed to support student learning. Student participation in field trips is expected. However, in accordance with District Board Policy and Education Code 35330, a student may be excluded from a field trip if their participation would pose a safety or supervision concern.

This determination is based on:

- The student's ability to follow safety expectations
- The level of supervision required
- The nature of the field trip environment

Decisions will be made by school administration in collaboration with staff and will be communicated to families in advance. Final decisions regarding field trip participation are made at the discretion of school administration. Alternative educational arrangements will be provided for any student who is unable to attend.

Lost & Found

The lost and found is located inside the DECA cafeteria. Unclaimed items will be donated to a charitable organization throughout the school year. Please write students' names on all personal items (jackets, sweatshirts, lunch boxes, backpacks, etc.).

Publication of Photos/Videos

During the school year, the school/district may take photographs and/or produce videos to highlight programs. If you do not want your student's photo published or used in a video please contact the office to have appropriate paperwork on file.

School Property

It is the responsibility of each student to care for school property. Students who damage or deface school property will be required to pay for all damage and/or needed repairs.

Yearbooks

Staff collaborates with DECA Parents Club (DECA PC) to create a school yearbook. Yearbooks can be purchased from DECA PC. Flyers will be sent home with students.



2026-2027 School Calendar

180 Attendance Days

Board Approval: 03/12/26

3	Holiday- Fourth of July (Observed)	July 2026	18 days
6-17	Summer Meal Service	S M T W T F S	
TBD	School Office Staff Return	5 6 7 8 9 10 11	
		12 13 14 15 16 17 18	
		19 20 21 22 23 24 25	
		26 27 28 29 30 31	
3-4	ELOP Staff Training Day	August 2026	14 days
5	Secondary Schools Coyote Call	S M T W T F S	
7	New Teacher Work Day	1 2 3 4 5 6 7 8	
10-11	Professional Development Day	9 10 11 12 13 14 15	
12	First Day of School	16 17 18 19 20 21 22	
19	DMS Back to School Night- Minimum Day	23 24 25 26 27 28 29	
26	DECA Back to School Night- Minimum Day	30 31	
7	Holiday - Labor Day	September 2026	21 days
10	Secondary Schools 1st Quarter Progress Reports	S M T W T F S	
10	DCA Family Night-Minimum Day	1 2 3 4 5	
16	Districtwide Collaborative Day - Minimum Day	6 7 8 9 10 11 12	
23	DECA 1st Trimester Progress Reports	13 14 15 16 17 18 19	
		20 21 22 23 24 25 26	
		27 28 29 30	
2	DHS Homecoming-Districtwide Minimum Day	October 2026	22 days
13-15	DMS Parent Conferences	S M T W T F S	
8	Secondary Schools- End of 1st Quarter	1 2 3 4 5	
21	Districtwide Collaborative Day - Minimum Day	6 7 8 9 10 11 12	
23	DECA End of 1st Trimester	13 14 15 16 17 18 19	
26-30	DECA Parent Conferences - Minimum Day	20 21 22 23 24 25 26	
		27 28 29 30 31	
11	Holiday - Veterans Day	November 2026	15 days
12	Secondary Schools 2nd Quarter Progress Reports	S M T W T F S	
23-27	Holiday - Thanksgiving Break	1 2 3 4 5 6 7	
		8 9 10 11 12 13 14	
		15 16 17 18 19 20 21	
		22 23 24 25 26 27 28	
		29 30	
11	DECA 2nd Trimester Progress Reports	December 2026	14 days
16-18	Secondary Schools- Finals	S M T W T F S	
16-18	Districtwide Minimum Days	1 2 3 4 5	
18	Secondary Schools - End of 2nd Quarter	6 7 8 9 10 11 12	
12/21-1/1	Holiday - Christmas/ Winter Break	13 14 15 16 17 18 19	
		20 21 22 23 24 25 26	
		27 28 29 30 31	

January 2027	18 days	1	Holiday - New Year's Day
S M T W T F S		4	Professional Development Day
3 4 5 6 7 8 9		5	Classes Resume
10 11 12 13 14 15 16		18	Holiday - Martin Luther King, Jr. Day
17 18 19 20 21 22 23			
24 25 26 27 28 29 30			
31			
February 2027	18 days	4	Secondary Schools 3rd Quarter Progress Reports
S M T W T F S		10	DHS Freshman Orientation- Minimum Day
1 2 3 4 5 6		11	DECA End of 2nd Trimester
7 8 9 10 11 12 13		12	Holiday - Lincoln's Birthday
14 15 16 17 18 19 20		15	Holiday - President's Day / Washington's Birthday
21 22 23 24 25 26 27		17	Districtwide Collaborative Day - Minimum Day
28			
March 2027	19 days	11	Secondary Schools - End of 3rd Quarter
S M T W T F S		17	Districtwide Collaborative Day - Minimum Day
1 2 3 4 5 6		19	DECA 3rd Trimester Progress Reports
7 8 9 10 11 12 13		25	District Ag Day
14 15 16 17 18 19 20		26	Board Holiday- Good Friday
21 22 23 24 25 26 27		29-2	Spring Break
28 29 30 31		TBD	ELPAC Testing
April 2027	20 days	29-2	Spring Break
S M T W T F S		21	Districtwide Collaborative Day - Minimum Day
1 2 3 4 5 6		22	Secondary Schools 4th Quarter Progress Reports
7 8 9 10 11 12 13		12-30	CAASPP Testing
14 15 16 17 18 19 20		TBD	6th Grade Outdoor Education
21 22 23 24 25 26 27			
28 29 30			
May 2027	19 days	5	DCA Family Night
S M T W T F S		5	K-8 Open House - Minimum Day
1 2 3 4 5 6 7 8		6	DHS Awards Night Minimum Day
9 10 11 12 13 14 15		6-7	DECA Spring Conferences- Minimum Day
16 17 18 19 20 21 22		24-27	Districtwide Minimum Day/ Secondary Schools-Finals
23 24 25 26 27 28 29		27	Last day of School- Minimum Day
30 31		31	Holiday - Memorial Day
June 2027		1	ELOP Staff Training Day
S M T W T F S		18	Holiday- Juneteenth (Observed)
1 2 3 4 5			
6 7 8 9 10 11 12			
13 14 15 16 17 18 19			
20 21 22 23 24 25 26			
27 28 29 30			

Schools

Denair Elementary Charter Academy TK-5 Elementary School
 Denair Middle School 6-8 Secondary School
 Denair High School 9-12 Secondary School
 Denair Charter Academy K-12 Charter School

Key

- △ Districtwide Minimum Day (8)
- ◇ Districtwide Collaborative / Min Day (5)
- Board Holiday (5)
- Legal Holiday (11)
- ▽ Professional Development Day (3)
(Districtwide Non-Attendance Day)

Additional Minimum Days by Site

DECA TK-5: Every Wednesday
 DMS
 6-8: 9/2/26, 11/4/26, 12/9/26, 2/10/27, 3/10/27, 4/14/27
 DHS 9-12: None
 DCA K-12: None

ELOP/Summer Programs 2026-27

ELOP TK-6 6/2/27-6/30/27
 ESY(SpEd) TK-12 6/2/27-6/30/27
 Credit Recovery 9-12 6/2/27-6/30/27

Graduation/ Promotions

DCA Promotion Ceremony May 25, 2027
 DCA Graduation Ceremony May 26, 2027
 DMS Promotion Ceremony May 27, 2027
 DHS Graduation Ceremony May 28, 2027

Glossary of Terms

This glossary provides definitions of commonly used terms in this handbook.

A

Aeries

The district's student information system used to access grades, attendance, and school communication.

Attendance (Excused)

An absence that meets criteria defined by state law (e.g., illness, medical appointments, family emergency).

Attendance (Unexcused)

An absence that does not meet criteria for an excused absence and may be considered truancy.

B

Board Policy (BP)

Official rules adopted by the school district that guide school operations and expectations.

C

Cell Phone Agreement / Mobile Communication Device Agreement

A required form that allows a student to bring a cell phone or smart watch to school under specific conditions.

Check-In / Check-Out

Procedures for signing a student in (late arrival) or out (early dismissal) through the school office.

CIPA (Children's Internet Protection Act)

A federal law requiring schools to filter internet content to protect students from harmful material.

Coyote Cash

A schoolwide incentive used to recognize positive behavior aligned with DECA expectations. Students can earn and spend Coyote Cash on rewards.

Coyote Cave / Cavelet

Locations where students may spend Coyote Cash on small items, rewards, or special privileges.

D

DART (District Attendance Review Team)

A district-level team that supports families in improving student attendance.

DIBELS / Lectura

Early literacy assessments used to measure foundational reading skills in primary grades.

DLI (Dual Language Immersion)

A program in which students learn academic content in both Spanish and English to develop bilingualism and biliteracy.

E**ELOP (Expanded Learning Opportunities Program)**

Before- and after-school programs that provide additional academic support, enrichment, and supervision.

F**504 Plan**

A plan that provides accommodations and support for students with a documented medical or learning need that impacts access to education.

H**Home & Hospital Instruction**

Short-term instructional services provided to students who cannot attend school due to a verified medical condition.

I**IEP (Individualized Education Program)**

A legally required plan that outlines specialized instruction and services for students who qualify for special education.

Independent Study

A short-term option for students to complete schoolwork during a planned absence, allowing them to receive attendance credit.

M**mCLASS**

An assessment system used alongside DIBELS to monitor early literacy development.

P

PBIS (Positive Behavior Interventions and Supports)

A schoolwide framework used to teach and reinforce positive behavior expectations.

ParentSquare

The district's primary communication platform used to share school announcements, updates, and messages with families.

S**SARB (School Attendance Review Board)**

A multi-agency team that supports students with ongoing attendance concerns and connects families with resources.

SART (School Attendance Review Team)

A school-level team that works with families to address attendance concerns early.

SST (Student Study Team)

A school-based team that reviews student progress and develops strategies to support academic or behavioral needs before considering formal evaluation.

T**Technology Use Agreement**

A required agreement that outlines expectations for using school-issued devices and accessing the internet.