

DIGITAL PIONEERS

ACADEMY

STUDENT HANDBOOK

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Dear Families,

We are so excited that you are beginning this journey with us and cannot wait to get started! One of the most important factors in the academic success of our students is on-time, daily attendance. To this end, we want to provide you with the calendar for the 2018-19 school year, so that you may plan accordingly. Please take a minute to review the dates below and reach out with any questions or concerns.

- Regular school day hours are 7:30 am – 5:00 pm
- Students will have 1:00 pm dismissal every Wednesday
- We will offer an extended day to families until 6:00 pm every day

August

13th First day of school **Students will have 1:00 pm dismissal August 13th – 17th*
20th First week of regular school day hours

September

3rd No school – Labor Day
28th No school for students – *Professional development for teachers and staff*

October

8th No school – Columbus Day

November

6th No school for students – *Parent teacher conferences 8:00 am – 1:00 pm*
12th No school – Veterans Day
21st – 23rd No school – Thanksgiving Break

December

24th – 4th No school – Winter Break

January

7th Students return to school
21st No school – Dr. King's Birthday

February

15th No school for students and staff
18th No school – Presidents Day

March

8th No school for students – *Parent teacher conferences 8:00 am – 1:00 pm*

April

15th – 19th No school – Spring Break
22nd Students return to school

May

24th No school for students – *Professional development for teachers and staff*
27th No school – Memorial Day

June

14th Last day of school – *1 pm dismissal for students*

MISSION AND PHILOSOPHY

Mission Statement

The mission of DPA is to develop the next generation of innovators. We prepare students to meet or exceed the highest academic standards, while cultivating the strength of character necessary to both graduate from four-year colleges and thrive in 21st century careers.

Educational Philosophy Rooted in Empathy, Research, Values and Guiding Principles

DPA marries best-in-class academic research and practice with the hopes, dreams, and aspirations of families in Wards 7 and 8. Through a lens of human centered design thinking and rooted in understanding the behaviors, motivations, and hopes of students and families, we conducted dozens of empathy interviews and collected over 200 surveys to design a school by, for, and of the local community. Once we determined what the community desired in a school, we identified research, practice and values that could live up to those aspirations. Below, we describe the design trajectory, from empathy to research to values to the core pillars of our academic model.

Design Trajectory

Empathy. The first thing we sought to do was understand the needs of our families in Wards 7 and 8. We observed local schools, listened to families, and engaged in a deep process of understanding the challenges that we seek to solve. These aspirations anchor the DPA academic design:

- **We believe *all* children can learn at the highest levels.** While too many of our students now feel destined for failure, we will steer them towards success.
- **We believe relationships matter.** Students will respect teachers who are authentic, and appreciate educators who support, challenge, and hold them accountable.
- **We believe our students learn by doing.** Most students are too passive in their learning experiences. Students should invent, design, and produce as part of the learning experience.
- **We believe we need to nurture a growth mindset.** Students are inspired by college, high paying jobs, & high demand careers in Computer Science. They must consistently demonstrate their belief that “You are not born smart, you get smart through effective effort.”
- **We believe we must create an environment built on trust with all DPA stakeholders.** Stakeholders are frustrated; they have experienced too many broken promises and lack trust in “new ideas.” We will rebuild that trust.

Research. We researched and studied best practices in education reform that could address our community’s needs and aspirations. Learning from great charter schools around the country, we are borrowing some of their best practices, synthesizing existing ideas, and developing new ones. We believe that great instruction—how, and when, children learn— is the critical factor and requires that:

- Students are instilled with the belief that intelligence isn’t something we are given, but something we work for. All students, and their teachers, will demonstrate a growth mindset.
- Students have access to a rigorous academic curriculum, and instruction, which includes Computer Science.
- Students are motivated to engage in ongoing learning, including the opportunity to pursue mastery at their own pace. In doing so, children experience deeper learning, set clearer goals, and master specific material.
- Students experience robust education in character, habits of success, and cognitive skills, alongside content knowledge.
- Students have real, authentic, demanding relationships with adults. Values

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DPA's values say a lot about who we are, and what we believe about children and their families. Our core values at DPA are:

- **INTEGRITY** We are confident and humble as members of a team.
- **INNOVATION** We think critically, creatively, and thoughtfully to solve complex problems.
- **GROWTH** We believe that failure and difficulty are feedback.
- **RESULTS** We use effective effort to achieve excellence.
- **OPTIMISM** We remain positive, do whatever it takes and never give up.
- **EMPATHY** We listen to each other to create a Known-Loved-Respected community.

Guiding Principles

Employing *Understanding by Design*, we began with the end in mind--the desired skills and outcomes for our students. Central to DPA's mission is developing the next generation of innovators. DPA has adopted the five "discovery skills" that distinguish most creative executive from the Innovator's DNA, to guide the development of our educational plan. These skills—questioning, observing, networking, experimenting, and associating— are the foundation for DPA's curriculum. The DPA Principles were developed by drawing upon research from many top scholars and organizations, visits to many of the highest performing schools in the nation, personal experience in the field, and feedback from parents, students, and teachers. Upon graduation, DPA students will:

- Prepare to enroll in a post-secondary pathway (college, career etc.)
- Engage as entrepreneurial, skilled navigators of the 21st century world and set their own goals, pursue them and apply a flexible and collaborative approach to their next step;
- Identify a problem, rally others to help with the solution, and lead a team of people to address it, demonstrating leadership, vision, communication, and teamwork skills;
- Demonstrate mastery of several programming languages and pass the AP Computer Science Principles exam by 10th grade; and
- Solve real world problems by the 10th grade in their community by using their Computer Science and computational thinking skills.

Primary Pillars of Our Educational Model

The pillars of our education model will honor the a) community's aspirations, b) what education research says about how children learn, and c) our mission, values, and principles. The three primary pillars of our instructional and educational model are:

1. **Rigorous content.** A rigorous core curriculum that includes personalized Computer Science coursework and computational thinking (Honoring the values of Excellence, Innovation, and Results);
2. **Rigorous instruction.** An emphasis on great teaching and authentic relationships (Honoring the values of Excellence, Results, and Empathy); and
3. **Putting Learners at the Center of their Learning and Creating the Conditions for a Love of Learning.** A positive, respectful, and loving school culture (Honoring the values of Empathy and Integrity).

Our coherent "best in class" educational model pulls from exemplars in rigorous content, rigorous instruction, and creating school culture, while ensuring that at its core the educational essence of DPA is a safe, rigorous, and joyful learning environment that puts learners at the center of their learning.

Pillar 1: A Rigorous Core Content

Rigor. The primary goal of DPA will be to provide students with the rigorous academic education needed to be college- and career-ready. DPA will maintain high academic standards for all students and challenging curricula that pushes students to deeply understand content. DPA will implement the Common Core State Standards (CCSS) and the Next Generation Science Standards, which reinforce the five discovery skills of the Innovators DNA. DPA will ensure that every student is learning what he/she needs to know at each grade level to be prepared for college. Students will receive instruction in the

following general academic subjects: English Language Arts, Mathematics, Computer Science, Science, Social Studies, Spanish, Art, Health and Physical Education.

High Expectations for Students and Teachers. The DPA model will be based on having high expectations for all children and for the adults who educate and support them. Having high expectations requires high standards for students, which are taught with rigor and regularly assessed. Our high expectations will extend from our students, to their families, and to the broader community.

Computer Science. Research indicates that the rapid transformation of the economy in the last generation suggests that Computer Science, and its underlying principles, should be fundamental core curriculum. Having Computer Science as a central part of our core curriculum differentiates our model from that of a traditional public school. Students will gain the following computational thinking skills:

- Problem solving: finding solutions to challenging, real-world problems
- Perseverance: trying again and again, even when something is very hard
- Collaboration: working together to achieve something greater than could be done alone
- Creation: designing and developing interesting, relevant computational artifacts
- Communication: use precise language to describe computing and one's work
- Connection: identify impacts of computing; draw connections to the real world

Character Mindsets and Skills. Each course will advance character skills and mindsets necessary for success in the 21st century. DPA reviewed several character education models and chose Turnaround for Children's Building Blocks for our character education program because it provides a balanced set of principles to guide the mindsets and behaviors of educators as leaders, educators as teachers, students as leaders, and students as learners. See Appendix 6 for complete list of Building Blocks skills and mindsets. To make these mindsets and skills come alive in the daily culture of the school, DPA will have a system of students supports to reinforce these skills and build a strong school culture (see Section B.5.a-School Culture). Mastery in each of the following character mindsets and character skills is core to our efforts to develop character in DPA students:

- Independence and Sustainability
- Perseverance
- Beliefs about School and Self
- School Readiness
- Healthy Development

Pillar 2: An Emphasis on Rigorous Instruction

Maintaining an academic atmosphere with high standards will require consistently high levels of instructional rigor. That includes:

Great Classroom Teaching. Research guides that the number one predictor of student achievement is teacher quality. Our teachers will combine a deep well of content knowledge and specialization and address the unique challenges of middle school instruction in collaboration with other teachers, students and families.

Teachers Who Share Our Beliefs. DPA teachers will demonstrate knowledge of the research behind the components of great teaching, including:

- *Rigor:* We will create an environment where every student is expected to learn and demonstrate knowledge at high levels.
- *Computational Thinking across the Curriculum:* We will conduct teaching and learning through a pedagogy that incorporates Computer Science and computational thinking skills, while delivering rigorous and intensive mathematics and literacy instruction.
- *Assessment & Feedback:* We will set clear learning goals, assess frequently, and provide prompt individualized feedback. Students will have ownership in this process.
- *Personalized Learning:* We will begin with a firm understanding of each child as a learner, gathering data on their academic, social emotional, family, and history to create a learner profile

to help students set and track goals, learn content at their own pace, complete deeper learning projects and reflect on their experiences.

- *Intervention & Acceleration:* Through small group instruction, tutoring, mentoring, and conferencing – both in-school and after-school – we will ensure students are on track to achieve their goals.
- *Real World Application:* We will help our students understand how school is connected to real world issues by leveraging project-based learning.
- *A Continuous Improvement Mindset:* We will create the conditions for meaningful collaboration on instruction, individual student needs and opportunities, and build the structures and habits to enable our team to be reflective and focus on improvement as an ongoing process, not a fixed end.

Focus on Results and Data. Student results drive our practices in the classroom, and the leadership team will analyze year-to-year student achievement data, adjust instruction based on interim assessment data, and calibrate this student information with each other. We expand the notion of what constitutes “results” by holding ourselves responsible for preparing students to succeed in the high-growth, high-demand jobs of the future, particularly those in the technology sector. We will track our alumni success through college graduation and as they transition into their professional careers.

Additional Time. Our research finds that the most successful schools provide more time and effort in learning and spend that extra time wisely. We believe that classroom time must be spent engaging in deep conversations and engagement with rigorous materials. Our calendar year has nearly 50% more time and 20 more educational days than the average DC school. Students at DPA will be expected to attend school daily and follow a prescribed schedule, as described in Section B.4.b below. Core instruction will take place between four days a week from 7:45AM and 3:45PM, and sports and extended day will be held between 4:00PM – 6:00PM. Additional support and learning opportunities will happen before 7:45AM, after 6:00PM, and on weekends; those supports may include remedial courses, athletic programs, or after-school activities. One instructional day each week, DPA will have an early release day, wherein the academic day ends at 1:00PM, so that teachers can engage in deep professional development as a team, from 1:00PM until 4:30PM. The school will have at least 180 days of instruction and for each fiscal year, offer, at a minimum, 54,000 minutes of instruction to students in grades 7-8. In addition, students will have the opportunity to explore the many cultural and civic institutions that exist in the DC area.

In addition, student will know how to extend their learning beyond the time they are in school. DPA will be a “one-to-one” school, where each child will be issued an electronic device to access the Internet, digital course materials and digital textbooks. Research indicates a statistically significant positive impact on student test scores in ELA, writing, math, and science when students were given one-to-one access to laptops. DPA’s goal is to find the right balance of screen time. The challenge for teachers is to maintain a balance between the physical and virtual worlds as well as to ensure that screens are being used in appropriate, meaningful and empowering ways. The following three questions will guide the use of technology at DPA: Is it appropriate?, Is it meaningful?, and Is it empowering? The DPA one-to-one aims to incorporate a device to make deeper connections with the content as well as student learning and to enhance the physical experience rather than replacing it. Teachers will balance screen time with the learning experiences that students gain from the peers and adults around them.

A Semi Self-Contained Classroom Model. Based on the model at the Brooke Charter School, our classrooms will be “semi self-contained.” To achieve that goal, all students will have their core academic instruction in a self-contained classroom with co-teachers. The benefit of the two-teacher model is that we can have the best of both worlds. Two adults can share the rigors of deep instruction over the course of the day. One teacher in the classroom will be a math, science, and computer science expert; the other teacher will be an expert in English language arts and social studies. Both teachers will have a baseline knowledge of Computer Science, which is supplemented by a schoolwide Director of Computer Science.

By having this “semi self-contained” model, our teachers can be deep content experts, while forging meaningful, lasting relationships with adolescents, who most need that sort of attention. In addition, the teachers will be able to special education teachers, teachers across the grade level, and administration to provide appropriate interventions for students are struggling or may have special education needs. There may be up to 30 total students in each classroom, and the student to teacher ratio will be 15:1.

Pillar 3: Putting Learners at the Center of their Learning and Creating the Conditions for a Love of Learning

DPA will put learners at the center of their learning. Starting from their first day on her/his DPA journey, we will create a supportive learning environment where caring adults are working to know and understand every child deeply. This will translate into rigorous guidance and support and ultimately a personalized DPA learning plan for every child.

Personalized Learning Plans. Each student will have a Personalized Learning Plan (PLP) which includes student strengths and gap areas, motivation and goals, learning styles, and other personal data related to their learning experience and needs. Advisors will work with students to identify what they need to study and learn to achieve. Research indicates that individual plans focused on goals and course-taking patterns over several years can improve student motivation, engagement, goal-setting, awareness of strengths and weaknesses, understanding of post-secondary options, and ability to select courses relevant to career goals.

An Advisory Program. Each student will have one faculty member serve as his/her mentor each year. The mentor will meet daily with the advisees to support a healthy, balanced, and productive school experience. The mentor also will ensure a successful transition from middle school to high school to college and work with advisees and families to ensure the students are on the right trajectory to meet their short and long term goals. Research draws meaningful connections between robust student-teacher relationships, dropout reduction, student interaction, student behavior, student emotional and social growth, positive school climate, academic achievement and decision making. The advisory program will foster self-discovery and goal setting. Students will explore their values, ethics, interests, passions, talents, and visions for the future. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community.

A Restorative Approach to Discipline. Fulfilling all the DPA cultural values we describe above means jettisoning overly punitive approaches to student discipline. Our school will adopt restorative practices, rooted in deep conversations with children about positive behavior. Suspensions and expulsions will be rare, and mutual accountability and respect will be the coin of the realm.

Teacher Mentorship and Internships. Meaningful relationships to peers, the community and others will create positive relationships and inspire inquiry that will ideally lead to further exploration of personal and professional interests for students. A rich internship for every student is an aspirational goal as part of every student’s DPA journey. The DPA team will be deeply engaged in working with community members and the business community to secure critical internships.

School Culture. We believe that schools must inspire joy and the love of learning. DPA will have a fun, positive, and loving school culture. We aspire for DPA to be a warm and loving place where adults have unbelievably high expectations for children. We also want to remember that the best education feels like a joyful practice, which inspires children and adults alike. We want visitors to say, “Wow, that school gets amazing results, and everyone seems to be enjoying every minute of it!”

Efficacy. The Efficacy Approach established by the Efficacy Institute in Massachusetts will be a key strategy in creating the DPA culture. It is based on a very simple belief, that virtually all of children can

achieve high standards in school *if* they have the right tools and supports. Efficacy reinforces DPA's firm belief that the primary work of caring adults - in schools, families, and community institutions – is to *develop* the academic skills, character habits and skills, and intellectual capacity of every child. The Efficacy strategy helps adults improve students' performance by offering a practical, results-oriented approach that focuses on the following three key areas: mission, mindset, and effective use of data as feedback to drive improvements. A key tenant of this approach is motivating students to get smarter with effective effort. All staff, students, and family members will participate in efficacy training. Our “look fors” in building this joyful and intentional culture will include:

- Relationships: Compassion is key, and it requires authentic relationships between students and teachers, teachers and other teachers, and the overall school community. Relationships matter. We will ensure that every student feels known and cared for. Those relationships will be nurturing, but they also will be demanding. We believe that love is an essential component to schooling, but that real love doesn't let children off the hook.
- Compassion: Our teachers must also have compassion for our children and their life circumstances, while not lowering their expectations. Everyone at DPA must develop a personal understanding of children and their emotional needs, otherwise we will not be able to inspire the kind of academic growth that great schooling requires.
- Life Skills: Studies also have shown that emotional intelligence and life skills can be as important for success in today's workplace as academic qualifications. We will cultivate these skills through a student's relationship with a mentor and the advisory program.
- Growth mindset: We believe that achieving such a culture requires having a growth mindset. To make learning a joyous experience, our teachers and students must believe that intelligence is not a gift we are given, but a goal towards which we work.
- Families and Communities: We believe that it is impossible to truly know children without knowing their families and communities, so that we understand the full child and what he or she is bringing to school. Through a case management approach, we will identify stressors and need to help families navigate and secure the right social and health services. We believe that this sort of approach is the most effective way to combat chronic absenteeism, disruptive behaviors, mental health issues, and other concerns.

ATTENDANCE POLICY

Daily and timely attendance is critical to Digital Pioneers Academy achieving the goal it has for both students and community. Students are expected to attend school every day that school is in session. Additionally, Students are expected to be on time every day. For the 2018-2019 school year DPA defines an absence as the following:

- A day in which a student does not arrive at school at all
- Students arriving to school after 11am
- Students departing school (and not returning) before 2:30pm

Because daily attendance is critical to the success of the school but also a legal obligation to the city, DPA does have serious consequences for students who are frequently absent. While understanding that both sickness, emergencies, bereavement, and other reasons apply to student absences, it is critical that students put their best efforts into being at school daily. The following are consequences for excessive absences from school:

- If a student has 20 or more consecutive unexcused absences, DPA will take the following action:
 - The student may be unenrolled;
 - Attendance data will be reported to Court Social Services and/or the OAG Juvenile Division and Child and Family Services;
 - Retention (repeating a grade) will be considered and the absences may be the primary reason for retention regardless of academic performance
- If a student is absent for 20 consecutive days, unexcused, they may be unenrolled.
- If a student has 10 or more unexcused absences (consecutive or nonconsecutive), DPA will report the absences to Child and Family Services.
- If a student has 3 or more unexcused absences during student orientation (the first 8 days of school), a meeting with the student's family will be required immediately to discuss expectations.
- Students who reach 5 absences during one interim, or 8 absences during the year, may be required to complete an attendance recovery plan, a plan intended to make up learning time missed while out of school

How and When to Report Absences: Parents need to report all absences to the school's Operations Manager as soon as the need for absence is known. Additional information will be required for the absence to be excused (see below). If we do not receive notification of the absence in advance, we may call parents to determine the reason for an absence. All documentation of excused absences must be received no later than 5 days following the absence. If documentation is not received in the appropriate timeframe, the absence will be considered unexcused. Documentation should be sent to mainoffice@digitalpioneersacademy.org.

What Digital Pioneers Academy Considers an Excused Absence: DPA makes exceptions for absences based on circumstances and available documentation. See the below list for excusable absences. All absences will be reported as unexcused absences unless the school receives the following documentation within 5 days of the absence:

- For single day absences due to illness, DPA will accept a direct contact from the parent excusing the student for up to **3 total absences after which a doctor's note will be required**.
- For illnesses lasting longer than a single day, or for students with more than 3 total absences a doctor's note is required.
- For regularly scheduled doctor, dentist, or other medical appointments, students are only excused for the duration of the appointment and the necessary travel time. Parents must request student releases with the scheduled time of the appointment prior to pickup.
- Religious holidays as communicated to the school by parents.
- Parent note indicating there is a family funeral – the child will be excused for the day of the funeral.

- Advance written notice to the Principal indicating that student will be visiting their parent or legal guardian, who is in the military; immediately before, during or after deployment.
- Parent note indicating there is a family emergency – emergencies include house fires, house floods, or incidents of violence in the home. An emergency is defined by the presence of an emergency response team (fire, ambulance, police, CPS, etc), unexpected hospitalization of a family member, or unexpected loss of a family member.
- Court documents mandating a court appearance – the child will be excused only for the day(s) indicated on the court documents.

Long Term Absences: If your child will be absent for a week or more please contact the office and teachers immediately to make arrangements for assignment completion and to provide adequate time for teachers to plan and prepare for accommodations. Teachers will put forth a reasonable effort to support student learning while away or allow for makeup work. DPA does not provide homebound instruction to students.

Late Arrivals, Early Dismissals & Appointments: If a student has a medical or dental appointment or a family emergency, requiring the parent or guardian to come to school requesting an early dismissal, the family should call the operations manager, use one of the school approved messaging systems. All early dismissals are made from the office, not from the classroom. Parents are required to sign-out students in-person from the office. The school will not send students to waiting or parked cars; parents must come into the office and present identification to the office manager prior to a student being released. A student will be dismissed early only to a parent or other properly authorized and identified adult. A letter from the parent or guardian properly identifying another adult whom you authorize to pick up your child is required. For appointments occurring prior to 11:00am or after 2:30pm, DPA will only authorize student leave for the duration of the appointment and time allotted for transportation to and from the appointment. For example, if a student leaves school at 12pm for a two-hour appointment with 30 minutes of travel, they are expected to return to school that day. Secondly, if a student has an early morning appointment and arrives to school at 9:45am they will not be given a tardy.

Recovering Missed Work Because of Absence(s): Students are expected to makeup all work or learning missed as a consequence of absences, excused or unexcused. Teachers will use their discretion in creating policies for when work must be recovered due to absences. Students will be expected to complete missed work by the deadline imposed by the teacher's own policy. For example, if the Computer Science teacher requires that all missed work due to absence be submitted 72 hours after the absence, the student must abide by that teacher's policy in order to gain credit for that material.

Assignment Deadlines on Day of Absence: Teachers may impose a policy for work due on the date of the absence. Given DPA's digital nature, it is reasonable enough for a teacher to require that work due on a date of absence from a student still be submitted by the submission deadline. For example, if an assignment is due in Computer Science and a student is absent on that day, it is reasonable that a teacher still require that material to be submitted electronically. It is the teacher's discretion to determine when and how students submit those materials.

Tardiness: Timely arrival to school and to each individual class is key to the success of our school and each student. Late arrivals are distracting to students who are on time and incur a loss of learning for the student who is late. At DPA, learning begins the moment at student enters the building and into each of their classrooms. Obtaining the goals of our school and the ambitious outcomes of our curriculum means that learning will always be the urgent priority at our school. Tardiness and its resulting distraction greatly limit our ability to achieve those goals. DPA will work with students towards habits of timeliness as it is critical to their college and career readiness. Tardiness is defined by a student arriving to class later than the allotted start time. Students must be seated in their first session class by 7:40am each morning. Students will be allowed access to the building by 7:30am.

DISCIPLINE POLICY

Positive Behavior Support

At Digital Pioneers Academy, we utilize a positive behavior support approach to discipline. We believe that all students can learn the skills necessary to be successful in school, to demonstrate **DPA's core values and core character strengths**, and to use these skills and values to become successful college students. Our DPA values are:

- Relentless Focus on Results - We do whatever it takes to get things done.
- Optimism - We believe that we can achieve anything.
- Excellence - We chase perfection to catch excellence.
- Empathy - We act with empathy.
- Integrity - We are confident and humble.
- Innovation - We think critically, creatively, and thoughtfully.

A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, you will see that the following Code of Discipline defines expected behaviors first; then school rule infractions; followed by possible strategies for correcting the behavior.

As with academics, we believe that students should be praised and rewarded for meeting behavior expectations. For this reason, we have a number of creative opportunities for students to receive rewards. Some of these opportunities include, but are not limited to:

- **Pioneer Tickets:** students are given Pioneer tickets to signify that they are meeting expectations, particularly in shared spaces like hallways, the cafeteria, and restrooms. These tickets are used in a daily raffle drawing in the classroom. At the end of each week, the tickets are again used for a school-wide raffle at our community circle. Not only will students be recognized in the community circle, they will also receive an emblem on their locker, which signifies their success. This visible reminder reinforces school wide expectations while praising students with their behavior.
- **Pioneer Fuel:** When an entire class is meeting expectations, they are rewarded with bright blue Pioneer Fuel to acknowledge a whole group effort. Pioneer Fuel can also be earned in Expeditions classes to let classroom teachers know when students are continuing to show core values and character strengths outside of the classroom. During school-wide community circles, Pioneer Fuel awards for the week are tallied and the winning class will have its flag proudly displayed at the school entrance. Similar to Pioneer tickets, Pioneer Fuel will be displayed on homeroom doors to signify cohort accomplishments.
- **Awards Assemblies:** Twice each year, families and students gather for an awards assembly, during which teachers select one student for each of the focus character strengths in the classroom. Additionally, students may also receive awards for the most academic growth and highest GPA.

Logical Consequences

Given DPA's focus on strong relationships and restorative responses to discipline, DPA will respond to repeated misbehavior using a system of logical consequences. Using logical consequences combines our high level of behavior expectations with a climate that is responsive to the social and emotional development of students. The goal is to help students notice and reflect on the connections between their actions and the consequences of those actions. Logical consequences are always respectful, relevant to the student's actions, and realistic. Students will learn and practice the desired behaviors and receive feedback on their practice. Providing students with opportunities to practice ensures that there is strong alignment across the entire school.

If and when a student is repeatedly not meeting expectations within a classroom or whole school setting, they may engage in one of the following interventions:

- **Relax and Return:** Relax and Return is a consistent, calm, and non-punitive strategy for helping students develop self-control while preserving the smooth flow of the classroom. When students are lacking focus – like talking to a friend during instruction, or unable to track the teacher who is speaking – we allow the student to go to Relax and Return. This is a designated spot in the classroom with a timer and sometimes an object to help relax, where the student takes time away from the group to refocus. This Relax and Return spot is always separate from the group but close enough that the student is still engaged in instruction rather than being isolated and missing out on any learning opportunity.
- **Reparation:** A second Logical Consequence is what we call Reparation, or “You broke it, you fix it.” Reparation gives students the opportunity to take responsibility by fixing the damage they have caused. If a student loses control and knocks something over, makes a mess, or damages someone else’s property, they are expected to fix what they broke. This can mean “fixing” it when a student has damaged someone’s feelings or paying to replace a book that a student has torn. Repairing what has been broken ensures that the student understands the consequences of his or her actions and internalizes the importance of the rules and expectations we have in school.
- **Loss of Privileges:** Finally, when students are behaving irresponsibly, they Lose a Privilege. Privileges are opportunities to learn to be reliable, to take responsibility for following the expectations when acting autonomously. For example, if a student is splashing water at the drinking fountain, they lose the privilege of getting a drink with their peers. They will need to get a drink at another time with adult supervision. Or, if a student is running outside the safety boundaries at recess, the student loses the privilege of playing that game at recess and needs to sit next to an adult until recess is over.

DPA’s behavioral expectations are outlined according to four different levels. A brief definition of the category and expected behaviors are outlined below.

Level 1

Expected Student Behaviors

Level I Behavior ensures a smoothly operating classroom and school environment. The expected behaviors minimize disruptions, contribute to a calm learning atmosphere, and allow all students to be on task and engaged in academics. Students who exemplify these behaviors will:

- Understand and follow school rules;
- Attend school every day and on time;
- Use books, materials, and other items appropriately;
- Adhere to the school dress code;
- Resolve problems peacefully;
- Use respectful and appropriate language at all times; and
- Demonstrate DPA’s core values, character strengths, and character disciplines.

Behavior Infractions

Students who do not adhere to expected Level I Behavior may disrupt the learning process for themselves or others. To avoid this disruption, students should avoid the following infractions:

- Failing to comply with classroom and school rules;
- Failing to participate in learning or classroom activities;
- Possessing items that are inappropriate for the educational setting (such as cellular phones or other electronic devices), or misusing educational materials;
- Initiating or participating in verbal confrontations with other students or adults; using profane or crude language; or displaying or participating in behavior that is disruptive of DPA’s core values, character strengths, and character disciplines.

Logical Consequences

When a student fails to follow the expected Level I Behaviors, or when a student engages in the above behaviors that are disruptive, one of the following logical consequences may be used:

- Classroom Behavior Infraction notice or parent/family contact;

- Verbal correction;
- Re-teaching and rehearsing an expected Level I Behavior;
- Conference with the student;
- Peer mediation;
- Loss of privilege to participate in related activity;
- Confiscation of inappropriate items;
- Temporary removal from classroom setting where the infraction occurred;
- Behavior contract;
- Informal counseling session with Dean of Social Emotional Learning.

DPA team members may also use other corrective strategies that maximizes the student's opportunity to remain engaged in the instructional setting.

Level 2

Expected Student Behaviors

Level II Behavior is more significant than Level I Behavior, primarily because these behaviors are more serious and allow for continued learning and they more deeply reflect an understanding of DPA's core values, character strengths, and character disciplines:

- Speak and act honestly and respectfully;
- Show respect to others in words, actions, and intentions;
- Develop good study habits;
- Set goals and work toward achieving them;
- Complete all classroom and homework assignments;
- Participate actively in class;
- Cooperate with and obey all directions given by adults in the school community;
- Demonstrate pride in the school community by showing respect for the property of the school and of others; and
- Care for the feelings of others and treat others with respect.

Behavior Infractions

Students who do not adhere to expected Level II Behavior are not demonstrating DPA's core values, character strengths, and character discipline. Students should avoid the following infractions:

- Cheating or lying;
- Exhibiting any behavior that instigates or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal dispute;
- Verbal confrontation with a staff member;
- Refusing to comply with school rules or directions given by adults in the school community;
- Using profane or provocative language directed at others;
- Taking or concealing someone else's property without permission;
- Destroying or defacing school property;
- Name-calling, gossiping, or using gestures to intimidate others; or
- Repeated Level I Behavior infractions.

Logical Consequences

Students that fail to comply with Level II Behavior expectations are seriously disrupting the rights of other students to learn. As a consequence, one or more of the following logical consequences may be enforced:

- Referral to Dean of Social Emotional Learning;
- Parent/family conference;
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors; or

- Suspension from school (partial day up to 3 days).

Level 3

Expected Student Behaviors

Level III Behavior is more serious than Level II Behavior because these behaviors are essential to the safety of the school. Behavior infractions that fall into this category could harm others or cause a serious disruption learning environment. students who exemplify Level III Behavior will:

- Show kindness and respect towards others;
- Accept others for their individuality and embrace differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background;
- Immediately report all acts of violence, harassment, or threats to school staff;
- Speak to others using positive and respectful language;
- Use conflict management skills to resolve disagreements; and
- Seek help from school staff when a conflict may evolve into a violent or combative circumstance.

Behavior Infractions

Failing to comply with expected Level III Behaviors could result in harmful situations that seriously undermine the safety and well-being of others. Students should avoid the following infractions:

- Physically hurting or threatening another person;
- Bullying others by using intimidation or teasing;
- Harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, or family background;
- Using sexually suggestive comments or gestures to intimidate others;
- Removing or destroying school property;
- Possessing or using alcohol or marijuana;
- Displaying or possessing a fake weapon; and
- Endangering the health and safety of others

Logical Consequences

Students that fail to comply with Level III Behavior expectations are seriously disrupting the rights of other students to learn. As a consequence, one or more of the following logical consequences may be enforced:

- Referral to Dean of Social Emotional Learning;
- Parent/family conference;
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors;
- Reparation of damage or harm done to property;
- Suspension from school (one to 10 days).

Level 4

Expected Student Behaviors

Level IV Behavior represents the most significant degree of behavior. Through our positive discipline system, DPA will work to support each student in exemplifying the following community norms. These norms enable to safety and well-being of the community. Students who exemplify Level IV Behavior will:

- Accept responsibility for their actions;
- Respect the safety and well-being of others;
- Maintain self-control at all times;
- Seek help from a trusted adult to solve problems or report any incidents of concern;
- Report any acts of aggression or violence between students or between students and staff;
- Cooperate with everyone to create a safe, positive learning environment; and
- Demonstrate pride in their school and community.

Behavior Infractions

Level 4 breaches of community norms include egregious misconduct, aggression, destruction of property, and serious threat to community safety. Students must avoid the following infractions: :

- Using violent physical actions or threats towards other students or staff;
- Distributing or selling alcohol or marijuana;
- Possessing, using, distributing, or selling any object, controlled substance (other than alcohol or marijuana), or weapon that could inflict serious harm on others or put a person in fear of serious harm;
- Engaging in or forcing others to participate in sexual acts at school or a school related function;
- Threatening to take another person's life;
- Withholding information needed to solve a crime;
- Setting a fire; or
- Committing any act that would result in the destruction of property.

Logical Consequences

Level IV infractions are the most serious acts of misconduct. As a result, one or more of the following logical consequences may be enforced:

- Parent/family conference;
- Suspension from school (one to 10 days);
- Recommendation for alternative educational setting; or
- Recommendation for expulsion or alternative placement hearing, such as an alternative Safe School.

Suspensions and Expulsions

Digital Pioneers Academy is committed to supporting all students behaviorally and approaching each student and situation with empathy. DPA is committed to a safe school and classroom for each student and may pursue suspension or expulsion if the safety of students or staff is threatened.

Suspendable infractions:

Threatening	Threatening a student or adult member of the community (e.g. "If you ___ then I'll ___") with physical or sexual harm.
Destruction of property	Vandalism, graffiti or damage to the building or another person's property.
Obscene Behavior	Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function. Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.).
Hate speech	Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.
Cyberbullying / negative usage of social media	Unwanted and/or repeated behavior, including any threatening, insulting, or dehumanizing gesture through any use of technology. This includes images, video, text, direct messages, etc. Cyberbullying can occur on or off school property. Posts that contain negative or disparaging remarks about a student or posts that relate to violence (expressing interest in fighting, commenting on a previous altercation, etc.) will be considered cyberbullying and can result in suspension.
Bullying/harassment	Unwanted and/or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture.

DIGITAL PIONEERS

ACADEMY

Trespassing	Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.
Sexual harassment or assault	Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.
Verbally or physically inciting violence	A verbal altercation where a student is trying to physically fight another person and has to be restrained/held back to ensure the safety of others/or self. Encouraging others to fight (pushing another person into a fight) or “bumping” someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening, and a student runs toward it and does not seek help or tell the students to stop.
Theft/stealing	Theft or stealing (property valued over \$500.00 is greater penalty)
Alcohol	Possessing alcoholic beverages on campus or at a school function.
False Alarm	Pulls fire alarm/bomb threat/discharging a fire extinguisher
Fighting or unwanted physical contact	Included but not limited to: fighting with physical contact outside of classroom or in the parking lot; fighting with physical contact in the classroom or cafeteria; fighting with physical contact on the bus or at any other school function on or off campus. Physical violence will lead to a minimum 3 day suspension.
Weapons	Carrying or possessing a weapon on campus or a school related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon.
Drugs	Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications).

Expellable offenses:

Suspendable infractions may escalate to an expulsion depending on severity of infraction, level at which students/staff/school safety is violated, and if are repeatedly or chronically committed. The following may result in an expulsion:

- Distributing or selling alcohol or marijuana;
- Possessing, using, distributing, or selling any object, controlled substance (other than alcohol or marijuana), or weapon.
- Engaging in or forcing others to participate in sexual acts at school or a school related function.
- Threatening to take another person’s life.
- Arson.
- Committing any act that would result in the destruction of property.
- Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force.
- Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care.
- Engaging in an intentional physical altercation with a member of the school staff that does not rise

to the level of assault or battery, does not involve using a weapon, and does not result in serious, documentable injury necessitating medical care.

- Possession or use of any implement/substance with the ability to seriously harm another person.
- Robbery of an individual on school property or at any activity of which the school has jurisdiction.
- Well-documented and ongoing commission of serious acts that threaten the safety of others.
- Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully.
- Theft of school property or the personal property of individuals valued at \$1000 or more on school property or at any activity of which the school has jurisdiction.

Procedures for Suspension or Expulsion

All notices regarding disciplinary action will be provided to the parent in writing on the date DPA decides to suspend the student and must be signed by a school administrator or designee.

Students under 14 years of age, who have been given an out-of-school suspension or expulsion, may not leave school grounds during school hours unless accompanied by a parent/guardian or parent/ guardian designee. Parents/guardians of students 14 years of age or older who have been suspended or expelled will be extended the opportunity to be accompanied from school grounds by a parent, guardian or their designee.

The school administrator or designee may suspend a student for no more than ten cumulative days in a school year,. All expulsions will be reviewed by the Board of Trustees for a final decision.

In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break and summer break, unless the student is required to attend summer school or extended year services.

For example, if the student is suspended on the day before spring break, the days during spring break will not count as days the student served on suspension.

Once a student is suspended, a student homework packet will be available for a parent to retrieve within one business day.

For students with IEPs, 504 Plans and students who are in the process of being evaluated for special education who are recommended for a suspension for more than a total of 10 school days in a school year or for an expulsion, a multi-disciplinary team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability. This meeting will occur within 10 days after the date on which the student was recommend for a suspension for more than a total of 10 school days in a school year or an expulsion.

- a. If it is determined that the student's behavior was a manifestation of the student's disability, the student will be returned to his/her educational placement.
- b. If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.

Procedures for Appeal

Upon notification of disciplinary action, a parent/guardian/student shall have 48 hours to contact the school administrator to request a meeting. During the meeting, the school administrator, the student/ parent/guardian shall have the right to review the summary of the incident, present witnesses and evidence on their behalf, and request that the school administrator reconsider the disciplinary action.

The student/parent/guardian may also request as part of their appeal to have a hearing before the representatives or designees of the Board of Trustees. The representatives or designees of the Board of

Trustees who will hear the appeal will consist of at a minimum two (2) administrators at the manager level or above.

Determinations made by representatives or designees of the Board of Trustees shall be final and will be communicated to the parent/ guardian/student and school administration in writing.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Digital Pioneers Academy "DPA" receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask DPA to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the DPA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Digital Pioneers Academy has policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Digital Pioneers Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Digital Pioneers Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Digital Pioneers Academy will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.

- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

GRIEVANCE/BOARD COMPLAINT POLICY

Non-Discrimination Policy: Digital Pioneers Academy provides educational opportunities without regard to race, creed, color, national origin, gender, sexual orientation, gender identity or expression, marital status, disability or physical ability. Additionally, DPA prohibits discrimination based on race, creed, color, national origin, gender, sexual orientation, gender identity or expression, marital status, disability, or age in any matters involving its students, staff, programming, service providers, or families. This policy is governed by the Governance Board for DPA. Any questions regarding the regulation of or administration of school policies should be submitted to the DPA Principal.

Grievance Policy: Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, age, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or physical ability may discuss and/or file a grievance with the school's Principal or Chair of the Board of Directors. Reporting should be submitted in writing within 40 calendar days of the alleged discrimination.

Members of the Board of Directors designated to receive grievance complaint. The entire board can be reached at:

Board of Trustees, Digital Pioneers Academy
600 New Hampshire Avenue NW
Floor 9
Washington, D.C., 20037

Or

board@digitalpioneersacademy.org