d.tech Community Handbook 9.0 - 2025-2026

Dear d.tech community,

At Design Tech High School, we are welcoming this new year by rooting deep into our core values as a community. Through the values of **trust, care, commitment, curiosity, and liberation,** we will continue to support our students in contributing to the common good and developing their creative purpose.

We believe the world can be a better place and that we can be a part of making it happen. This requires a commitment to our core values and the design thinking process. As you navigate this school year, please remember that the first step in design thinking is to gain empathy. You can never go wrong by taking the perspective of someone else and acting from a position of kindness. We also all have the responsibility of showing care for all members of our community. If we all commit to these simple ideas and actions, it will be a great year.

Please use this Community Handbook to familiarize yourself with the school culture and policies, and review it together as a family. **The Community Handbook outlines the policies that are a condition of enrollment at d.tech. Enrollment signifies that your family and the enrolled student accept these policies.** For more detailed information about school programs and policies, please visit the school website at www.designtechhighschool.org

We have a fantastic year ahead of us, and we look forward to growing together as a community. Thank you for reviewing this handbook and for supporting the school's culture and policies.

Kind regards,

D.tech School Leadership Team
- Dr. Margarita Contreras, School Director
- Dr. Marbella Alfonzo, Associate Director
- Ms. Jacky Schlegel, Associate Director

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I   MISSION AND VISION

MISSION

To build in students the understanding that the world can be a better place and that they can be the ones to make it happen.

VISION

Empathy Leads to Effective Solutions

Given that problems involve people, innovative students must first understand and empathize with the end user to find effective solutions. Empathy is being able to understand someone else's feelings and perspectives.

Students Grow When Challenged - The Koi Analogy

D.tech uses the analogy of the Koi fish, whose size is influenced by the size of its pond. Students are more likely to reach their full potential when they seek challenges. D.tech asks them to strive to find solutions in a way that is not always asked of them in other educational settings. Our students grow to meet these expectations, and, like Koi, they begin to swim in a bigger pond.

Students - Self-Direction & Project Management

All innovation requires self-direction. Teachers work one-on-one with students to develop this mindset, help them manage their schedules, understand how to submit their work electronically, check for submission confirmation, manage revision deadlines, and communicate proactively. The expectation is that students learn to take appropriate action without being told to do so.

Students Have Superpowers

All students can make a unique contribution to making the world a better place, and it's our job as adults to help them apply themselves, build their confidence, and develop their insights.

Everything has an Expiration Date

d.tech lives by the concept that everything has an expiration date. No matter how good something is, there comes a time when it may no longer be the best solution. One of our strengths as a school is that we are flexible and willing to change. Change disrupts habits and requires adaptation, which is not always comfortable; yet, our community needs to embrace this mindset and help us continue to strive for best practices.

II   STATEMENT OF COMMUNITY

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Education is a collaborative effort among family, community, and school, and learning emerges from healthy interpersonal interactions. Design Tech expects all members of our community to embrace the qualities of healthy relationships, which are founded on empathy, generosity, thoughtfulness, candor, and respect.

- Family support of d.tech policies and timely communication is of utmost importance.
- Students are encouraged to email their Advisor and/or teacher when questions arise. When parental oversight or support is needed, a best practice is for students to write the email and copy their parents/guardians (cc).
- Students are expected to engage with local businesses and community organizations with the same respect and appropriate behavior as they exhibit at school. Students are school ambassadors, and their actions reflect on the entire community.

III   CONTACTS & RESOURCES

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School Phone: 650.231.2701

Families are encouraged to visit the school website where one can discover a wealth of information about d.tech's exciting programs and valuable resources. Visit us at www.designtechhighschool.org

Follow us on Instagram

Official School Account: @d.tech-oracle

Student Life: @dtechdragons

Robotics: @team5940

Athletics: @dtech.athletics

Your student's advisor is a great resource for any academic or school inquiries. To easily locate their name, simply check the Canvas Dashboard. If you have questions about your student's experience at school, don't hesitate to reach out to the advisor via email. Kindly allow at least 48 hours for a response to your email.

All absences and tardies must be submitted using our Daily Absence Reporting Form: 25-26 Absence Reporting Form

Report any concerns regarding absences and tardiness at attendance@dtechhs.org

IV   ACADEMICS

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PERSONALIZED LEARNING SCHEDULES

Student learning schedules support personalization and help students stay on pace through the following strategies:

During Flex Time, students practice self-direction as they are given the choice to create a schedule that meets their current needs and autonomy in completing assignments, building clubs, or working on curiosity-driven projects. ALL students have FLEX period added to their schedules. See page 11 for more information.

X Period

With the added benefit of being on a block schedule, 9th and 10th-grade students will have an X period during their 8th-period block on Tuesdays and Thursdays, and on alternating Fridays. 11th and 12th graders may choose to participate in the X-Period sessions. This X period is in addition to their already scheduled FLEX-Time period. During X period, our 9th and 10th grade students will be able to sign up for extra academic support, extracurricular activities, participate in physical activities, conditioning for athletics, opt in for wellness and wholeness programming, learn more about Robotics, or even indulge in more time working on their design projects in the DRG. Juniors and Seniors will also have the opportunity to lead X-period sessions.

COMPETENCY-BASED LEARNING

One of the primary differences between d.tech and a traditional school is that d.tech uses a competency-based learning approach. Competency-based Based Learning assumes **all** students can achieve our learning outcomes, given the right conditions. It is an approach to learning that assesses students' growth towards proficiency in clearly defined academic outcomes. It aims to provide students with meaningful feedback on their specific skills and skill development over time.

Passing Outcomes, Not Assignments

Design Tech's learning system and grading policy are based on a student demonstrating mastery in course outcomes. All classes at d.tech have around ~10-20 key outcomes. Students use course assignments and assessments to demonstrate that they have developed proficiency in specific outcomes.

We utilize a custom dashboard within our learning management system, Canvas, to display student progress and grades. Instead of seeing a row of assignment titles with percentages, students will see a list of skills and concepts (outcomes). Student assignments are tied to an outcome (or more than one), and each assignment will generate a score of 1-4 in that outcome.

All assignments aligned with a specific outcome will be used to calculate an average (on a scale of 1-4) for that outcome. The averages correlate with levels of proficiency as follows:

Scoring Scale	
Performance Level	What the Learner Knows
Level 4 Exemplary	All the simple knowledge and skills, all the complex knowledge and skills, and the ability to apply the knowledge. This is work a student would be proud of and could be used as a model.
Level 3 Proficient	All the simple knowledge and skills, as well as all the complex knowledge and skills.
Level 2 Developing	All the simple knowledge and skills
Level 1 Emerging	Students have been exposed to knowledge and skills, but have not demonstrated their learning (e.g., work is missing, off-topic, or largely incomplete).

Converting to a Final Letter Grade

Students receive letter grades in their classes, and these are what they will see on progress reports and transcripts (final semester grades). Outcomes averages are used to create a letter grade for the course. The table below for the 2025-2026 school year outlines the rules we currently use to convert our outcome averages to a letter grade:

Letter Grade	Criteria 1 75% of Outcome Averages Equal to or Above:	Criteria 2 No Outcome Average Below:	The upshot:
A	3.3	3	An "A" means: -a student has *all* the simple knowledge and skills -and *much* of the complex knowledge and skills.
A-	3.3	2.5	
B+	2.6	2.2	A "B" Means: -a student has *most or all* of the simple knowledge and skills -and *some* of the complex knowledge and skills
B	2.6	1.8	
B-	2.6	1.5	
C	2.2	1.5	A "C" means: -a student has *most* of the simple knowledge and skills.
I	0	N/A	An "I" means the student has not *yet* demonstrated an understanding of the simple knowledge and skills.

Please note that we will be making changes, beginning in the 2026-2027 school year, to our letter grade conversation system and our CBL policies. Students, staff, and the community will be updated on these changes throughout the school year.

Deadlines & Pace Adjustment

Both students and teachers can suggest modifying the pace of a module by requesting or recommending deadline extensions. Only the teacher can give final approval for any extensions and set adjusted due dates (usually 2-3 additional days, depending on a student's individual plan). Students who wish to request an extension must do so in advance, according to the individual teacher's requirements. When a student receives an extension and submits work by the new due date, it is not considered "late work," and the student is not penalized.

Late work

Teachers may accept late work *if* a student approaches them and requests an extension in advance. Students must meet the deadline for an assignment to use that assignment as evidence that they are proficient in an outcome. If students miss a deadline, they will need to utilize future assignments to demonstrate their proficiency in the associated objectives.

Revision

Students who score a 1 or 2 on an outcome aligned to an assignment likely will have the opportunity to retake that outcome on a future assignment (unless it is the last day of the term). Students may *or may not* have the opportunity to revise that specific assignment as well. Teachers determine the revision opportunities allowed for a given assignment. In other words, teachers might offer opportunities to revise, but students should not expect it. When students *do* get the opportunity to revise, they must meet all revision deadlines set by the teacher (usually 1 week from returning the work). Over a semester, students *will* have multiple assignments that they can use to demonstrate proficiency in a specific outcome.

"I HANDED IN THE WORK."

When submitting work to Canvas, students should **upload their assignments or complete them directly in Canvas, <u>rather than emailing them</u>**. They will receive a submission confirmation on their screen if the submission is done correctly, and they should check to ensure it has been received.

While the teachers will be training the students in these procedures, if you are in doubt, you can ask your student to show you the work they handed in online, and also help them check for the submission confirmation to get used to the practice.

ATHLETIC ELIGIBILITY

Students **must have a 2.0 or above and no more than two incompletes** to maintain eligibility for athletic participation. All student-athletes will be subject to weekly Academic Eligibility checks, which are due on the Thursday of the week before the practice day and/or the game day. For more information on athletics, please refer to the Athletics Handbook on the d.tech athletics

website and all of the forms in our Sportsnet. Students are not permitted to practice or play in a game on a day that they were truant to school. Students with chronic absenteeism or truancies will not be permitted to practice or play and may be placed on probation.

Students who have an unexcused absence or are truant on the day of a game or practice will not be permitted to participate in the scheduled game or practice for that day. Students are "student-athletes"; academics take precedence over athletics. Students must be academically eligible and have no unexcused absences or truancy concerns to participate in athletics at dtech. Students who are not academically eligible or have attendance concerns will also not be permitted to leave campus early during the school day for games or practices. Teachers have the discretion not to allow an athlete to attend a game or practice if they have an Incomplete in their class/es. Coaches playing ineligible athletes will cause dtech to be removed from the PSAL league, CIF, and CCS. Students must complete the Athletics Early Dismissal Form and it must be signed and approved by teachers and turned into the Athletic Director in Room 131 in order to be released from school early to attend practices and games.

GRADUATION REQUIREMENTS

Discipline	Graduation Requirement	Pathway	Total Credits Required
English	4 years	English 1 - English 2 - English 3 - English 4	40
Social Science	3 years	Ethnic Studies - World History - US History - Economics and American Govt	30
Math	3 years	Algebra I - Geometry - Algebra II - PreCalculus - Calculus - Adv Statistics	30
Lab Science	3 years	Physics - Chemistry - Biology - Adv Environmental Science - Adv Physics - Engineering	30
World Language	2 years	Spanish 1 - Spanish 2 - Spanish 3	20
Design Lab	4 years	Design Lab 1 - 4	40
Visual and Performing Arts	1 year	Intro to Visual Art - OR - Met through four consecutive Intersession classes in the **same** VAPA discipline. May also be met through an approved concurrent enrollment course at a community college.	10
Personal Development	2 ½ years	Intersession Elective Classes- 2.5 credits each.	25
Total Credits for Graduation			**225**

COLLEGE & CAREER ADVISING

The d.tech College & Career Advisory Program (CCAP) is committed to helping students achieve their post-d.tech goals, including community college, 4-year college, military, and career technical programs. It is delivered over four years through the @dtech advisory class and student/parent workshops, which help students define their Beyond d.tech goals and reduce the stress associated with this process.

Design Tech High School utilizes SCOIR (scoir.com) to facilitate the college application process for all students. SCOIR is an online tool that enables students to conduct assessments to determine their potential career and major interests, as well as to identify their priorities for the next step after graduation. Students also use SCOIR to research colleges and build their college list. Parents are invited to view their students' accounts. Important resources and contact information can be found on the Beyond d.tech Page in the Community Section of the d.tech website.

California College Guidance Initiative (CCGI) and Annual Parent Notification

The California College Guidance Initiative (CCGI) is outlined in California Education Code (EC) Section 60900.5 as an authorized provider of an institutional service to all California School Districts and as part of the state's efforts to streamline the college-going process for students (EC Section 60900.5(a)). One service that the CCGI will provide is a set of college and career planning tools, including the CaliforniaColleges.edu tool, designed to help students plan for and apply to California public colleges and universities. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE). LEAs are required to notify parents and guardians of this data sharing annually.

The notification to parents and guardians of data-sharing with the CCGI, including the use of California Pupil Achievement Data System (CALPADS) data as outlined in EC 60900.5, and the use of the CaliforniaColleges.edu tool, should be covered through your district's standard disclosure of student information notification and/or annual notification of rights required by the Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. Section 1232g). The data shared will be used to provide pupils and families with direct access to online tools and resources, and will enable a pupil to transmit information shared with the CCGI to both of the following:
> 1. Postsecondary educational institutions for purposes of admissions and academic placement.
> 2. The Student Aid Commission, for purposes of determining eligibility for, and increasing uptake of, student financial aid.

V   SIGNATURE PROGRAMS
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ADVISORY PROGRAM - '@d.tech'
@dtech connects students with an advisor who serves as a trusted adult and their primary point of contact, as well as that of their family. Groups of 20-22 students meet every day of the week. Activities include announcements, one-on-one academic check-ins, open sessions, preparation for life after d.tech, and community building.

FLEX TIME
The goal of FlexTime is to support students in developing their self-direction skills, one of the key skills we hope students acquire during their time at Design Tech, by giving them choice over how to utilize their time within the school day. FlexTime is also an opportunity for teachers to support and engage with specific groups of learners based on their individual needs. FlexTime is an active part of the school day where everyone participates in activities based on needs and/or interests. Finally, FlexTime is a space for clubs, student-led activities, teacher referrals and activities, Independent Work Time (IWT), and Community Partner-led activities to take place.
- FlexTime Goals:
    - Building Self-Direction through Student Choice
    - Setting Clear Expectations: School-wide participation
    - Personalizing the Path: Students get what they need
    - Seeking Joy through Student Engagement

DESIGN LAB
Design lab (d.lab) is the class where d.tech students learn a creative problem-solving approach called "Design Thinking." Students take a design lab class each year they attend.
- Year 1: Students begin with our Foundations in Design Thinking class, where they develop a "toolbox" of strategies to solve problems in innovative and human-centered ways.
- Year 2: Students have the opportunity to apply their skills in an authentic context, working with outside organizations to address real needs they have.
- Year 3: Students have the option to participate in the Innovation Diploma program, where they drive their own design process to address a local issue related to one of the United Nations' Sustainable Development Goals. To earn the innovation diploma, students must defend their learning in six specific competencies to a panel of educators and experts.
- Year 3 & 4: The other option for 11th- and 12th-grade students is to participate in one of our Design Pathways courses. These are classes where students apply design thinking to a specific discipline. These disciplines vary from year to year, but have included product design, fashion design, art design, game design, and narration, among others.

INTERSESSION
Intersessions occur three times a year, each lasting two weeks, and are required instructional hours for all students.

During Intersession, every day of the week, 9th, 10th, and 11th-grade students' classes begin at 8:45 am and end at 3:35 pm. Seniors are not required to take a PM Intersession course. Please

NOTE there is NO EARLY RELEASE during Intersession unless it is for Design Tech High School athletic games. Students will not be released early for practices. Each Intersession ends with a Celebration of Learning. Students are required and graded on their participation in these class presentations, performances, and demonstrations. Please plan for your student to be present in school the entire day. **Students are not permitted to make up final Intersession presentations due to unexcused absences**. **Additionally, no Independent Study is granted during Intersession programming.**

Because of the concentrated nature of Intersession, missing one day is equal to missing 3 days in the regular school year. Students who miss more than 2 days of any Intersession may receive an incomplete grade and need to make up credits by taking elective classes at a community college. Students who have excused absences may need to submit alternate work to make up for their missed class experiences. Family vacations, trips, and non-school-related activities do not qualify as excused absences.

Exploration Courses
Students submit five choices for Explorations for the morning session and five choices for Explorations for the afternoon session before each Intersession. Placement is based on graduation requirements, required UC credits, prerequisites, and the class capacity. Exploration courses may be held on or off campus and are taught primarily by industry professionals, while the majority of staff members engage in professional development. Students earn the required personal development credit for Exploration classes.

Getting Information about Intersession Classes
The Intersession Website is updated 4 weeks before each Intersession. Please review class descriptions and requirements with your student. It's the student's responsibility to submit a course request before the deadline. Students who do not submit request forms are placed in classes where there is availability.

Transportation during Intersession
Some Intersession courses are held off campus. Students and parents/guardians are notified of class placements before the start of any Intersession, allowing them time to make transportation arrangements to and from any Exploration class and home. d.tech recruits parent volunteers to shuttle students between their morning and afternoon Exploration classes. Still, parents/guardians are responsible for transportation to the morning Exploration class and home from the afternoon Exploration class.

Internships
The Internship Program is offered to Junior and Senior students. Internships are highly encouraged, as they enable students to share design thinking with the broader community and promote knowledge in action.

Note: Some students take community college classes throughout the school year. These classes DO NOT PAUSE during Intersession and may present difficulties in participating in an Internship.

Intersession Requirements
- All 9th-11th-grade students participate in both morning and afternoon Exploration classes, as long as they are enrolled as students at d.tech (regardless of the credits they have earned). Seniors who have earned enough Personal Development credits may opt out of taking an afternoon Exploration class.
- Students must earn at least 25 personal development credits, but may earn more credits depending on the classes and concurrent enrollment options they choose at the college.
- All Exploration classes, except for Internships, are pass/incomplete. Internship classes are letter graded. Please pay attention to the grading expectations in your class, as all letter grades are reported on transcripts and computed into your overall GPA.

FOCUSED INDEPENDENT TIME (FIT)

FIT is specifically for students who need time to work on school assignments and personal curiosity projects. When students have a FIT period, it will take place in a designated room or space and be supervised by a designated FIT supervisor. Students are required to check in with their FIT supervisor every day. Students who have a 1st, 2nd, 5th or 7th period FIT may be eligible for "late start" or "early dismissal" from school. Students will receive information during the first week of each semester.

FIT period norms include:
- Must attend each day - attendance in taken
- Focused independent Time
- Phone Free Work Time
- Take Care of the Place, Reset the Space
- Communicate with your FIT Supervisor (bathroom, phone, teacher request)

VI FAMILY INVOLVEMENT

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Design Tech High School exists because of the time and effort of dedicated families. For the school to be a success, we need continuous family involvement. Each family is asked to contribute **thirty hours of volunteer time per year.** Opportunities of various kinds are shared in our weekly newsletter, and our volunteer coordinator will also reach out from time to time.

DEVELOPMENTAL BALANCE
High school is a time when students want and need to make their own decisions. This can result in both successes and failures, which is an intrinsic part of growth. The high school years offer students the opportunity to take responsibility for their learning, experience a wide range of outcomes, and learn from these experiences.

It is essential that families provide students with the space to take ownership of their learning and develop their sense of self within a supportive and challenging community. They will be making independent decisions within a framework provided by teachers and parents. If students have an issue or a need, they should speak with their advisor to help guide their approach.

VOLUNTEERING
Thirty hours per year per family build community and provide avenues for constructive feedback to the school. Some options offer rewarding ways to spend time with high schoolers, while others support the functioning of the school:

- Co-teaching/mentoring and speaking
- Helping set up or support events
- Chaperoning
- Driving students to athletics meets or exploration classes
- Offering expert feedback for student presentations
- Preparing d.tech's Local Control & Accountability Plan
- Helping manage drop-off & pick-up traffic flow

When a parent is likely to be alone with a student or students, they are required to complete a Request for Live Scan Service (fingerprint check) and a Doctor's TB clearance for Design Tech High School. It is valid for four years. **We recommend completing these tasks well in advance** so you're ready in time for the next opportunity.

Volunteer opportunities are shared with parents through the weekly newsletter, as well as in emails from grade-level representatives (who are also volunteer parents) or the administrative team. Interested in volunteering? Complete this Parent Volunteer Form 25 26

For information about volunteering opportunities, contact the School Engagement Specialist, Robert Ehrlich at rehrlich@dtechhs.org.

ANNUAL CAMPAIGN - "The Koi Pond Annual Fund"
D.tech seeks 100% participation for the annual campaign to close the gap between what the state covers and the actual cost of educating your child. Each year, the average need per student is shared with all families, board members, staff, friends, and many grandparents to solicit a tax-deductible contribution to the school in any amount a family can afford. Parents will have many opportunities to contribute throughout the school year. One of the most important fundraising events for our school is the Annual Fundraising Gala, for which d.tech seeks volunteers and participation.

D.tech's giving year begins on July 1, which means that each year our Koi Pond Fund begins at $0.00. Our suggested per-student donation amount is $1,800. Single or monthly donations can be made on our website. We also accept stock donations. Many companies match employee donations; please confirm with Double the Donation. All cash donations are tax-deductible. Please reach out to Fabiola Price for questions.

VII   COMMUNICATIONS
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Design Tech High School strives for an active and consistent relationship between home and school, characterized by open and respectful communication.

EMAIL - THE GOLDEN RULE
- Assume that everyone is acting thoughtfully and from the best of intentions.
- Emails should be brief and courteous.

EMAILING staff
Students benefit most when teachers focus on delivering instruction and providing them with feedback. To maximize this priority, we ask that parents help observe student progress but refrain from emailing teachers with questions about how a student scored on an assignment or what assignments your student needs to complete. The best practice partnership is this:

> **Students and Parents:** monitor student progress
> **Teachers:** provide Instruction and feedback to students

If you have questions about your student's academic progress, the next 'best practice' is to

- **Have your student compose an email to their advisor and/or teacher, copying you (cc).** This reinforces the students' ability to use proactive and inclusive communication.
- If this approach does not resolve an issue, parents can request a conference with the student's advisor. Before the conference, students need to fill out the "How am I doing?" form. The student facilitates the conference, and the advisor clarifies the information.
- Communications started on the eve of grading deadlines are ineffective at resolving tardy, inadequate, or missing work and result in stressful situations.

RESPONSE TIME
It's essential that families, staff, and students set aside time away from email for the sake of their health and happiness. Staff refrain from checking email after the workday is over or while engaged in instruction. The email will be read on the next workday. An additional day may be needed if the response requires a check-in with an extra person.

Similarly, if a staff member sends an email to a parent or student after 5:00 p.m. or on the weekend, they do not expect a response until the next school day.

- The first few days of school, after a holiday, or pre- or post-intersession typically bring a higher volume of emails, which slows response time.
- The staff does not have individual phone extensions at school. Messages are forwarded to their email.
- For emergencies, please call the front desk at (650) 231-2701.

THE WEEKLY NEWSLETTER
The school emails the weekly d.tech newsletter. It is brief and takes 3 minutes to review for relevant items. Parents are strongly encouraged to read it. Students also receive it, but rely much more heavily on a daily student announcements system.

'DISCOURSE' ONLINE PARENT FORUM
Discourse is an opt-in online parent forum that serves as a vibrant community hub. It's a great way to stay in touch with other parents, get information, and organize carpools/get-togethers with other families near you. Starting a thread on Discourse is a great way to get started and feel part of our supportive community. Click here to join d.tech's Discourse community.

SCHOOL CLIMATE SURVEY
d.tech sends out a survey to all community members at the end of the first semester to gather feedback and suggestions. Results are shared with the community and reported to d.tech's Board of Directors. The school may also schedule an informal topical Town Hall from time to time.

EMERGENCY DRILLS
Design Tech High School will follow the emergency procedures outlined by the County Office of Education, the Redwood City Police, and the Redwood City Fire Department. We practice safety around the "Big Five" procedure multiple times a year:

1. Shelter in Place
2. Drop, Cover, and Hold on
3. Shelter in place
4. Lockdown, Barricade
5. Evacuation

If/when an emergency procedure must be initiated, the school staff will take the extra care and precaution to ensure students are safely executing practiced drills.

School Incident Commanders: Margarita Contreras, Ken Montgomery
Communications: Hanan Holloway

For detailed information, staff & community should read: The Big 5 Community Packet

In the event of a real emergency, an email message goes out to families. Please ensure that you update school records whenever your contact information changes. We encourage you to do this by logging into your PowerSchool account or by emailing info@dtechhs.org.

PHOTO RELEASE
Throughout the year, students are frequently photographed by other students, teachers, staff, or parents while participating in school or club activities. The photos are used in the newsletter, Yearbook, posted on the website, d.tech Facebook, and/or used in enrollment materials.

Legal waivers may be requested for additional specific projects. For example, the Oracle Educational Foundation requests that parents sign a formal legal waiver each year, as filming of school events may be conducted from time to time. D.tech was also the subject of an international documentary, which required separate waivers for students to appear in the film.

VIII ATTENDANCE, ABSENCES, AND TARDIES
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Attending school regularly and on time fulfills instructional expectations and prepares students for college and professional life. Please note that our attendance policy is a living document that may be updated at any point with approval from the board. You can always find the most up-to-date version linked here and on our website.

ARRIVAL & DISMISSAL TIMES
Doors open at 8:00 am. Classes start at 8:45 am and end at 3:35 PM. Students are expected to be inside their classrooms punctually at 8:45 am to avoid being marked tardy. Attendance is taken at the beginning of the class period. The bell schedule during Intersession, which runs every day of the week, is from 8:45 am to 3:35 pm for 9th-grade, 10th-grade, and 11th-grade students. Seniors are not required to take a PM Intersession class in their Senior year.

BELL-LESS SCHEDULE
Students are expected to arrive on time for all classes without the use of a bell. Students are expected to be in their classrooms punctually at 8:45 am.

REPORTING ABSENCE
Parents should complete the Absence Reporting Form by 9:00 a.m. each morning to report an absence, tardiness, or early dismissal. If a student is not present in their first class by 9:00 a.m. and there is no contact from a parent, their absence is considered unexcused. Parents are notified via School Messenger at 10:30 a.m. and 4:00 p.m. if their child is marked absent from one of their classes. Once a message is sent, the parent will still need to complete the absence reporting form to excuse their child. If a student is marked absent and believes it is an error, they must clear the absence with the teacher. The attendance office is unable to remove any absences without the teacher verifying that the student was present. Students do not email the attendance office directly; instead, they should email their teacher. 25/25 Absence, Early Dismissal, Tardy Reporting Form

TARDY STUDENTS
Tardy students must sign in at the Front Desk if they arrive after 8:45 am, as they have missed attendance. This avoids parents or guardians from being called.

EXCUSED TARDIES
There are three types of excused tardiness:
> 1. Personal illness
> 2. Delays due to extreme weather
> 3. Medical conditions with a healthcare provider's note

EXCUSED ABSENCES
There are six types of excused absences:
> 1. Illness or quarantine (doctor's note required for three or more consecutive days): Medical, chiropractic, optometric, or dental services

2. The funeral of members of the student's immediate family (as defined in Ed Code 45194)

3. Observances of a religious holiday or ceremony

4. Court and legal appointments

5. High-Level Sports Competition

6. Pre-approved school activities, such as educational and employment conferences, are limited to 2 per semester for 12th graders only.

Extenuating circumstances as approved by the Attendance Coordinator (i.e., the illness of a caregiver, etc).

Please note: Family vacations and travel during school days are NOT excused.

OFF-CAMPUS PERMISSIONS
- A student may not leave school during the school day without a parent completing the 25/25 Absence, Early Dismissal, Tardy Reporting Form to excuse their child.
- Students can only be picked up early from school **by a parent or emergency contact listed on the Emergency Contact form.**
- Students with permission to leave should leave immediately at the agreed time and check out at the Front Desk.

CLEARING AN ABSENCE
- Parents have one week from the date of the absence to clear the absence. This is done the same way you report an absence, by filling out the Absence Reporting Form. *If reporting an absence for a previous day, please remember to enter the correct date they were absent on the form. **Students who are marked absent and wish to dispute the absence also have one week to speak with the teacher to resolve the issue. Absences not cleared within the one-week deadline will be finalized as unexcused.**
- Students who are truant from school are not allowed to participate in a school activity or event that day.

TARDY STUDENTS ON CAMPUS
- An unexcused tardy is defined as an absence from class from the start of the class period to 30 minutes into a class period, and is counted across a student's entire schedule.
- If a student is tardy for an excused reason, parents must complete the following Absence/Tardy reporting form: 25/25 Absence, Early Dismissal, Tardy Reporting Form

UNEXCUSED ABSENCE & EXCESSIVE TARDIES
Students who are absent from school for more than 21 class periods (equivalent to 3 full days of school) without a valid excuse, or who are tardy more than 30 minutes to 1 class on any three days in one school year, are truant per the Education Code:

EDUCATION CODE 48260.5
(A) Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent/guardian, by first-class mail or other reasonable means, of the following: 1. That the pupil is truant. 2. That the parent/guardian is obligated to compel the attendance of the pupil at school. 3.

That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution, pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27. **(B)** The district also shall inform parents/guardians of the following: 1. Alternative educational programs available in the district. 2. The right to meet with appropriate school personnel to discuss solutions to the pupil's truancy. (Added Statutes 1983, Chapter 498). 3. The student may be subject to arrest under Education Code Section 48264. 4. The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code Section 13202.7. 5. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day. (Added Statutes 1983, Chapter 498).

Truancy Process:

1. Each time the student is marked as unexcused absent will result in a call home/email to the parent/guardian by the Attendance Coordinator or the automated school communication system. The student's classroom teacher may also call home.
2. When the student reaches truancy status in a school year, the parent/guardian will receive "Truancy Letter #1" from the Charter School. This letter shall also be sent via email to ensure that the family received communication in a variety of ways.
3. Upon reaching seven (7) unexcused school day absences or a total of 49 unexcused class periods equivalent to 7 unexcused school days, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused school day absences or a total of 70 unexcused class periods equivalent to 10 unexcused school days, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team ("SART"). In addition, the parent/guardian will receive a "Truancy Letter #3 – Habitual Truancy Re-classification."

SCHOOL ATTENDANCE REVIEW BOARD (SARB)
Excessive Excused Absences: Truant, unverified, unexcused, excessive excused absences, and tardies affect the student's education and increase the chance of failure. Tardiness interrupts the classroom and interferes with the learning environment for all students. Suppose a student has more than three unexcused absences or three days of tardiness over 30 minutes. In that case, the student and parent will be required to meet with the school administration. They may be assigned one or more of the following consequences: Flex Service, meeting with the School Safety Advocate, an attendance contract, family counseling, or a recommendation to an alternative program. Students who receive any subsequent unexcused absences or tardiness over 30 minutes will be referred to the San Mateo County Office of Education School Attendance Review Board.

CONFIDENTIAL MEDICAL RELEASE
Education Code section 48205 requires school officials to excuse students from school to attend confidential medical appointments. The school cannot require a student to have a parent or guardian's consent to attend the appointment and cannot notify parents or guardians.

Confidential appointments are services that minors can receive with their consent under state or federal law. A summary of these laws is available on www.teenhealthlaw.org.

IX   TRANSPORTATION

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Students are expected to arrive on campus by 8:35 a.m. to ensure a timely start to class. The use of public transport and self-organized carpools is strongly encouraged. All parents, guardians, and students are expected to abide by the Parking Policy. If you signed this last year, you do not need to sign it again. If you are a new family who has not signed it, please download the signature page and deliver it to the front desk as part of your enrollment package.

TRAVELING BY CAR
- **Pick-up/drop-off is along the white curb** of 'Dragon Loop'
- **Please do not pick up or drop off along Oracle Parkway or near the conference center, and refrain from stopping in crosswalks.**
- **All students exit onto the sidewalk - never onto the driveway where cars are passing**. Students must scoot across the back seat of the vehicle and exit towards the white curb.
- **Pull as far forward as you can along the white curb, *even if there appear to be no cars behind you*.** This simple act prevents sudden back-ups and students jumping out onto the public road.
- **Be patient**! **Your collaboration is invaluable—model** patience and safety for your soon-to-be driving students.
- **Be courteous toward Traffic Monitors.**
- **Please factor traffic into your commute time.** Being late is not an excuse to drive erratically or ignore the d.tech/Oracle traffic flow and parking policy.

NO LEFT TURNS INTO THE DRAGON LOOP PARKING LOT
Approach the campus in a counter-clockwise direction, as shown on the map below. U-turns on Oracle Parkway and left turns into the campus are not permitted and violate traffic laws.

TRAFFIC FLOW MAP FOR CARS & BIKES

Enter Oracle Campus at Marine World and Oracle Parkways and travel one direction (counter-clockwise. Right-turn only into and out of school parking lot.

Dragon Drive School Loop & Parking
Right Turn ONLY IN & OUT.
Drop-off along white curb.

Bay Trail / Bike Path

SamTrans #260 Bus Stop - Eastbound
from CSM / Belmont to San Carlos

SamTrans #260 Bus Stop - Westbound
from San Carlos to Belmont / CSM

d.tech staff parking

🟢 Bike Path
🔵 Car Path
🟣 Public Transporation

Oracle Foot Bridge
Bike Path / Bike Overpass

MANDATORY TRAFFIC FLOW MAP FOR CARS

SUPPORT SAFE & EFFECTIVE TRAFFIC FOR US ALL

Please drive counter-clockwise to arrive at campus

- **NO** left-turns into d.tech.

- Drop-off / pick-up ONLY along white curb on Dragon Drive. Not on the Parkway.

- **Pull as far forward along white curb as possible. Don't** stop at yellow section if you can pull forward.

THANK YOU!

STUDENT DRIVING AND PARKING

Driving to school is a privilege and may be suspended or revoked.

- Students are not permitted to park in the Oracle building parking structures without a permit.
- After filling out a Student Parking Request and being approved, students are issued parking permits from the office. A request must be submitted annually.

STUDENT DRIVER - PERMIT AGREEMENT - <mark>NEW IN 2025-2026 SCHOOLYEAR</mark>

1. Students are only allowed to park in **Lot 220.**
2. All vehicles are required to be parked on **Levels 3, 4 & 5.**
3. Vehicles must be locked at all times while parked in designated spaces.
4. Students are not permitted to leave the school premises during the school day.
5. Students must abide by the driving rules and refrain from driving at unsafe speeds at all times.
6. Students should be mindful of the shared space and act appropriately when in the parking garage.
7. Students are **prohibited** from parking on any floor of the 320 garage, the 1st-2nd floor of the 220 garage, the d.tech staff parking lot, or in nearby residential/commercial neighborhoods, or anywhere else on the Oracle campus.

Failure to follow these rules will result in disciplinary action. Please review the Parking & Transportation Policy.

TRAVEL BY BICYCLE/ SKATEBOARD/SCOOTER

- There is a bike cage for students located in Oracle Building #520, as noted above (pale orange box). Students should lock their bikes to the designated bike racks.

- Bikes are not allowed inside the school or on the pedestrian walkway along the perimeter of the lagoon on the north side of the campus. Bikes should not be secured to trees or other unsecured areas.
- Students must take the Bay Trail to access the cage, rather than cycling along Oracle Parkway or on sidewalks.
- Skateboards and scooters without batteries may be parked inside the school near the back door to the parking lot.
- For safety purposes, Design Tech students and staff are advised to use the designated bike and walking paths while traveling on the Design Tech and Oracle campuses. (see map above)
- Design Tech HS is not responsible for stolen or damaged bikes/scooters. It is the responsibility of the student to safely secure their bikes/scooters in designated areas.

CARPOOLING

Carpools are encouraged and are self-organized by families through the online parent forum, to which you will have received an invitation. If you need the invitation to be resent, please email info@dtechhs.org.

SHUTTLES

d.tech and Oracle have been providing student shuttles to and from the Belmont train station before and after school. Design Tech students and staff can ride shuttles by presenting their identification card. However, shuttles run on a set schedule and are frequently full, which means waiting for the next shuttle or walking using the pedestrian/bike bridge over 101. The shuttle stop is on the east side of the building, across from the #520 Oracle garage.

Shuttle contracts are subject to annual renegotiation over the summer break, and information about Fall shuttles may not be available until early August. We appreciate your patience and flexibility during this process. Students using public transport and the d.tech shuttle buses are expected to behave in a courteous manner. See the Student Life section for consequences of misbehavior.

AVOID DISTRACTIONS

Wearing headphones or using a cell phone can result in grave danger because you are distracted and not able to hear oncoming traffic. Students should use designated crosswalks and pay full attention when walking individually or in groups.

X   ORACLE CAMPUS POLICIES
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BADGE PROTOCOL

- Students are provided with a security badge and lanyard. Students must carry their badge while at school at all times. This badge allows students to enter the building and will be

provided in the freshman year only. Each year, students will be provided with an updated identification card only.
- Students should not lend badges to anyone. If a badge is lost, it must be replaced immediately for a fee of $5.00.
- Missing badges should be reported to the office immediately. Students should only badge themselves in when entering the building.

CONFERENCE CENTER
Oracle will make the conference center facilities located at 350 Oracle Parkway available to Design Tech students for use. The conference center facilities will be available for Design Tech use, subject to a mutually agreed-upon schedule between Oracle and Design Tech. Design Tech students must be escorted and supervised at all times by Design Tech or Oracle Education Foundation when using the Conference Center.

FITNESS CENTER
Oracle will make the basketball court located in the on-site fitness center at 250 Oracle Parkway available to Design Tech students for use. The basketball court will be available for Design Tech use, subject to a mutually agreed-upon schedule between Oracle and Design Tech. Design Tech students must be escorted and supervised at all times by Design Tech staff when using the basketball court. Design Tech students are required to use the approved student bathrooms and entrances.

PARKING
Design Tech students are not permitted to park on the Oracle campus or in the Design Tech High School parking lot without a valid permit. If a student has a special circumstance, a formal request by email must be made to the School Director. Students who drive and do not receive a parking permit are required to park at the train stations (Millbrae, Hillsdale, and San Carlos). Students who park in the local community will be ticketed and have their vehicles towed.

Should someone violate the parking policy, d.tech cars parked in unauthorized areas in local neighborhoods or in violation of special event agreements with Oracle will be issued a warning on the first Response and will be towed on the second Response. Students who violate the policy will be subject to the consequences outlined in the Code of Conduct for public transportation, as well as additional disciplinary consequences.

GOOD NEIGHBORS TO ORACLE AND REDWOOD SHORES NEIGHBORS
Design Tech High is the first school to be situated on a corporate campus, housed in a beautiful, state-of-the-art building. Our community must maintain a positive relationship with the great people of Oracle. To achieve this, students must adhere to the established norms and standards.

- Stay in the d.tech boundaries - Design Tech students should not gather on the south side of Oracle Parkway unless accompanied by an adult. Students are permitted to walk through the campus going to and from home.
- Follow the rules of the road. If traveling on foot or by wheels, please stay in your lane and avoid putting yourself or anyone around you in danger.
- When riding public transportation, please be mindful of those around you. Do not throw anything, change seats mid-ride, or be disrespectful in any way. Treat people with kindness and respect at all times.
- If and when you are dropped off, use the designated drop-off location and stay in your designated walking lane.

● People are watching you as you walk through the neighborhood. Do not trample on anyone's grass, loiter around houses or the library, or cross the street without a sidewalk.

TAKING CARE OF THE SPACE
275 is our building, and we want to do our best to maintain the integrity of the space. Please respect the furniture, classroom equipment, and the building itself. 275 is under surveillance 24 hours a day, and a student breaking trust and damaging school property is not acceptable. **Students will replace any damaged property as decided by the administration.**

Design Realization Garage (DRG)
Our school is fortunate to have two fabrication and maker spaces for use by classes or by students during Flex/X periods. Students are expected to make good use of these spaces and follow the expectations as listed on this document. Students must be supervised by an adult at all times, including after school during Robotics workshops hours.

ART
Design Tech High School offers a variety of opportunities to express oneself through art and signage. Students, clubs, and teams wishing to display art or announcements must obtain approval from a staff member. Students are responsible for removing artwork or announcements on the designated date. Staff may "clean up the walls" and will leave the announcements in the DRG for retrieval. Please ensure that the artwork is school-appropriate, meaning it should not reference anything that your teacher would not allow.

LUNCH ON CAMPUS
During lunch, students can pick up their hot lunch in the dining room and eat it in any of the available spaces. Students are not allowed in the classrooms without permission and supervision. DTHS is a **closed campus**. All grade levels are required to stay on campus during school hours. Students must remain within school boundaries. Students are not permitted to order DoorDash, etc food; if they do, the food will be confiscated and held at the front desk until the end of the day.

Students must stay within the school boundaries between 8:30am-3:35pm or during their scheduled periods, including lunch, Flex, and X periods. Students are not allowed to access the parking lot, parking garage, east lawn beyond the first walk way, Bay Trail or the Oracle Cafe without adult supervision during the school day. Students may walk the Bay Trail within the school boundaries during lunch.

XI   STUDENT LIFE

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COMMUNITY AGREEMENTS AND VALUES FOR OUR COMMUNITY MEMBERS

VALUES
What are our core values? How do we behave?

- **Trust: We are trustworthy and trust in others.**
  - We believe in everyone's inherent goodness and creative potential
  - We give each other the benefit of the doubt
  - We consider the perspectives, interests, and needs of our community members.

- **Care: We are kind and respectful to others**.
  - We believe that everyone deserves care, no matter what
  - We see respectful disagreement as an expression of care
  - We take care of ourselves and ask for help when we need it

- **Commitment: We are committed to individual and collective excellence.**
  - We stay committed to our goals even when the work is hard
  - We follow through on the commitments we make
  - We celebrate tenacity and perseverance

- **Liberation: We work for justice.**
  - We think critically and actively oppose oppressive practices
  - We are actively anti-racist
  - We center diversity, equity, and belonging

- **Curiosity: We question the status quo.**
  - We welcome new ideas and perspectives.
  - We question assumptions
  - We stay open to creative discovery.

COMMUNITY AGREEMENTS

The d.tech Community Agreements reflect our values and beliefs as an organization dedicated to dismantling systemic racism and recognizing that change begins within our community. We, as a community, agree to the following to produce a place where people feel encouraged to ask questions, are supported to take risks, and listened to so that they, in turn, listen:

- We are actionably antiracist.
- We will work towards fighting against discrimination against all people regardless of race, gender expression, sexuality, ability, or religion.
- We live with honesty and respect boundaries.
- We use kind speech; we don't disparage others with slander or gossip.
- We see the importance of different abilities; we don't bully.
- We don't rush to judgment.

- We recognize the importance of the Earth and the environment; we are mindful and conscious consumers.
- We practice empathy and work to de-center ourselves.

RESTORATIVE PRACTICES

Restorative practices promote inclusiveness, relationship-building, and problem-solving through methods such as circles for teaching and conflict resolution, as well as conferences that bring victims, offenders, and their supporters together to address wrongdoing. Design Tech High School has successfully implemented restorative practices. It will continue to systematize these practices so that staff and students are well-equipped to handle challenges with peers and teachers through sustainable conflict resolution rooted in safety and well-being.

We encourage students to express their ideas and opinions in a way that maintains an inclusive and welcoming environment for all members of the d.tech community.

Design Tech uses restorative practices whenever possible. However, certain behaviors require suspension or expulsion under California Education Code 48915. These cases will follow the legal process, with restorative practices supporting student re-entry where appropriate.

SUSPENSION EXPUNGEMENT POLICY AND PROCESS

Design Tech High School allows for a one-time expungement of a suspension from a student's record. The policy and process is rooted in Design Tech's principles of restorative justice. The process is outlined below:

- During the second semester all juniors with a single suspension on their record may notify the appropriate school leader that they wish to be considered for an expungement of that single suspension.
- The student must then verify completion of 30 hours of approved community service and have no further disciplinary actions on their record.
- If both of the above conditions are met, the student may qualify for a suspension expungement. All expungements are at the discretion of the school director or their designee.

For more information, please contact the 11/12th grade school counselor or associate director to determine eligibility.

COMMUNITY AGREEMENT VIOLATIONS

If a community agreement has been violated or broken, staff members will work with community members to repair any harm that has been caused. This is practiced with a deep understanding that all students come from diverse backgrounds and experiences; therefore, we will use equity to support students' needs.

Some examples of repairing harm or logical consequences to a Community Agreement Violation:

If a community member...	then...
defaces school property (writing on a desk)...	the community member will repair the desk or work in the DRG to build a new one.

gossips about another community member...	both community members will sit down to have a facilitated conversation to unpack, analyze, and repair their relationship.
misuses technology after a redirect...	the community member will be asked to bring their technology to the front desk until the end of the day.
misuses language (like swearing or using derogatory language)...	the community will be expected to repair the harm caused by misusing language through a facilitated conversation.
dehumanizing behavior or language is used toward another student,	the community member will take part in a restorative circle.

Please note that such examples are not defined as the only consequences assigned.

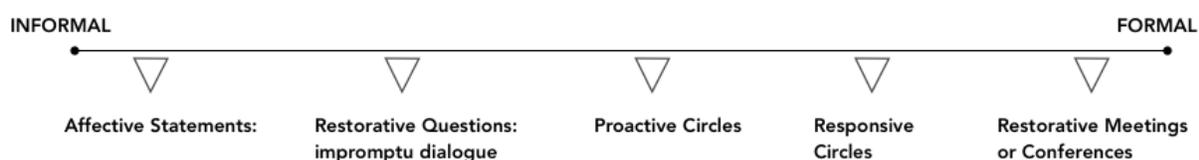## FLEX/X SERVICE TO REPLACE "DETENTION"

The d.tech mission is to believe the world can be better, and we, the community, can be the ones to make it happen. We recognize and see the humanity in all living beings and will never treat anyone as "less than" for any transgression or infraction. We will strive to utilize Flex/X services to support the needs of students working to become better versions of themselves. The purpose of Flex Service is to address ongoing student behavior issues or incidents when students have compromised the school's core values. The goal is to have students reflect on their actions and help them make better choices, while also contributing to service that improves the overall school environment.

REPAIRING HARM WITH RESTORATIVE PRACTICES

Restorative Practices Continuum

Restorative practices range from informal to formal. On a restorative practices continuum, informal practices include affective statements and questions that convey people's feelings and facilitate reflection on how their behavior has impacted others.

Moving from left to right on the continuum, as restorative processes become more formal, they involve more people, require more planning and time, and are more structured and complete. "Although a formal restorative process might have a dramatic impact, informal practices have a cumulative impact because they are part of everyday life." (Hanson, 2005)

INFORMAL — Affective Statements: | Restorative Questions: impromptu dialogue | Proactive Circles | Responsive Circles | Restorative Meetings or Conferences — FORMAL

The core of restorative practices is building and restoring relationships.
Affective Statements: the starting point for all restorative processes involving active, non-judgmental listening and expression of feelings and impact. Affective statements enable students and staff to build stronger relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

> **Framework:**
> I feel…(state the impact)…when (identify the behavior). What I would like/appreciate…(state the preferred action)…
> *I feel bummed when you come to class after it starts. What I would appreciate is if you would email me to let me know you're going to be late.*

Restorative Discussion: A restorative approach to help those harmed by others' actions, as well as responding to challenging behavior, consists of asking key questions:

Examples of Restorative Questions:
1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

Proactive and Responsive Circles: Circles can be utilized for team building and problem-solving. It enables a group to get to know each other, fosters inclusion, and promotes the development of mutual respect, trust, sharing, and concern. Circles provide students with opportunities to share their feelings, ideas, and experiences, helping them establish relationships and develop social norms in a non-crisis setting. When wrongdoing occurs, circles play an active role in addressing the issue and making things right.

DIVERSITY, EQUITY, INCLUSION, AND BELONGING (DEIB) VISION, GOALS, AND STRATEGIES
At Design Tech, we are creating a diverse and bonded community that empowers individuals to positively transform the world around them with a vision that every person aspires to uphold the values of human dignity and belonging.

To achieve this vision, Design Tech is committed to equipping all members of the D.Tech community with the language, behavior, and knowledge necessary to collectively and authentically address issues of DEIB in their work.

In the next 3-5 years, our goals are to: 1) Consistently implement sustainable systems supporting our DEIB work that are seamlessly integrated into our school's daily operations with complete transparency for all stakeholders. 2) Establish a deeply integrated culture of Diversity, Equity, Inclusion, and Belonging (DEIB) at d.tech, where there is a 5% increase each year in stakeholders stating they are actively engaged and empowered to contribute to and benefit from DEIB initiatives, as measured by the inclusion questions on our staff, student, and family surveys. 3)

Empower and equip at least 75% of students and staff with the skills and confidence to be upstanders who constructively intervene when witnessing bias, harassment, or discrimination against any members of the school community.

We commit to creating systems that foster an inclusive school environment and increase connection and outreach amongst all stakeholder groups.

DESIGN TECH HIGH SCHOOL ANTI-RACISM POLICY
Promoting Antiracist Practices (including Racist Incident Reporting)
Design Tech High School is situated in a suburban part of the Bay Area. Our students come to d.tech with a variety of experiences within and around other cultures. Due to these diverse experiences, we aim to address ignorance, confusion, and misinformation so that they do not lead to stereotypical opinions about different cultures. Racism is everywhere, and we expect our students to stand up to racism with a discerning attitude and work to create systems, attitudes, and beliefs that promote equity and inclusion. We wish for all community members to find school a safe and welcoming place where they can achieve success, regardless of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice, discrimination, racism, or hostility because of their ethnic origins. Therefore, we need to have in place an antiracist policy that helps ensure the opportunity for education for all students.

By implementing such a policy, we convey a clear message to the entire school community that racism will not be tolerated, regardless of the intent.

LEGAL PROTECTION AGAINST SEXUAL HARASSMENT, GENDER EQUALITY
Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.

Title IX states that: No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Design Tech High School is committed to the quality of education and treatment of all our students. If a case of sexual misconduct occurs, we will take every measure to ensure the safety and well-being of our students. We will conduct an internal investigation to determine the next steps.

DESIGN TECH HIGH SCHOOL ANTI-BULLYING POLICY
Design Tech High School believes that all students have a right to a safe and healthy school environment. The district, schools, and community have a responsibility to foster mutual respect, tolerance, and acceptance.

Design Tech High School does not tolerate behavior that compromises the safety of any student or staff member. A student shall not intimidate, harass, or bully another student through words or actions based on sex, race/color/national origin, and/or disability. Such behavior includes direct

physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Design Tech High School expects students and/or staff to immediately report incidents of bullying to the Student Culture Coordinator or School Director. Staff who witness such acts should take immediate steps to intervene when it is safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure that bullying does not occur on school campuses, Design Tech High School will provide staff development training in bullying prevention and cultivate acceptance and understanding among all students and staff, thereby building each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are subject to disciplinary action, up to and including expulsion, for violating this policy.

Design Tech High School Students must follow the "Student Code of Conduct" while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to report incidents of bullying to the school director or their designee immediately.
- Students can rely on staff to thoroughly and confidentially investigate each complaint of bullying promptly and effectively.
- If the complainant student, the student's parent, or guardian believes that an appropriate resolution of the investigation or complaint has not been reached, they should contact the School Director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to, the following:

- All staff, students, and their parents will receive a summary of this policy prohibiting intimidation and bullying at the beginning of the school year, as part of the student handbook and/or information packet, during new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.

● Staff who witness acts of bullying shall take immediate steps to intervene, provided it is safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Bullying and hate incidents will be addressed through restorative practices whenever possible. However, under Education Code, bullying or harassment that threatens safety may also result in suspension or expulsion.

ACADEMIC INTEGRITY (UNDER REVIEW in Fall 2025)
Freedom, responsibility, and integrity are the pillars of a positive culture. It requires all members of the community to be honest in their actions. This is as true for academics as it is for student character.

The Academic Integrity Policy at Design Tech is a commitment among staff, students, and parents that all parties are responsible for upholding the highest standards of academic work. The expectation is that students will submit original work that demonstrates their mastery of content unaided by another student, adult, or AI.

Although students may be tempted to take a shortcut by cheating, this is unacceptable. Students may not always pass the test of knowledge, but they can pass the test of character.

Examples of Academic Integrity violations include, but are not limited to:

Level 1:

● Copying from another's examination paper, or allowing another to copy your work
● Unpermitted collaboration
● Plagiarism: representing as one's work the work of another person or tool (including AI-generated materials).
● Revising and resubmitting a quiz/exam for regrading without the instructor's consent
● Giving/receiving unpermitted help on an examination or academic assignment, under circumstances in which a reasonable person should have known that such aid was not permitted

Level 2:

● Stealing examinations, projects, or assignments
● Distributing unauthorized papers or projects to other students
● Receiving payment, or paying for unauthorized papers or projects
● Altering grades on a computer database, gradebook, or returned work

CONSEQUENCES OF ACADEMIC VIOLATIONS

1st Response	2nd Response	3rd Response or Level II Response
■ Student receives zero for the assignment; no make-up work is allowed	■ Student receives zero for the assignment; no make-up work is allowed for the	■ Student may move to paper paper-only curriculum in the classroom, and technology is not

for the assignment ■ Teacher notifies parent (via choice of email, phone call) ■ Teacher notifies administrator via the Restorative Follow-Up form ■ Administrator logs first Response in discipline file, reminds student about the policy, and assigns Flex Service ■ Academic Integrity Contract may be signed	assignment ■ Teacher notifies parent (via choice of email, phone call) ■ Teacher notifies administrator via Restorative Follow-Up form ■ Administrator logs Response in discipline file and assigns Flex Service ■ Meeting between AD, teacher, parent/guardian, and student is arranged ■ Academic Integrity Contract is signed ■ Possible loss of school privileges (sports, dances, field trips, and activities)	to be used ■ Student receives zero for the assignment; no make-up work is allowed for assignment ■ Teacher notifies parent (via choice of email, phone call) ■ Teacher notifies administrator via Restorative Follow-Up form ■ Administrator logs Response in discipline file ■ Meeting between AD, teacher, counselor, parent/guardian, and student is arranged ■ Academic Integrity Contract is updated & signed ■ Student becomes ineligible for California Scholarship Federation or other awards ■ Loss of school privileges (sports, dances/prom, field trips, and activities)

SYSTEMS OF SUPPORT

At d.tech, we are committed to providing a range of systems to support student learning, wellness, and engagement.

Meet The Counseling Team

Ingrid Mao (imao@dtechhs.org) ● College and Career Counselor	Molly Robertson (mrobertson@dtechhs.org) ● Lead Counselor/ Concurrent Enrollment Coordinator ● 11th/12th Grade Counselor
Amanda England (aengland@dtechhs.org) ● 9th/10th Grade Counselor	Heather Kaech (hkaech@dtechhs.org) ● Mental Health Therapist

Meet The Special Education Team

Ashley Wong (awong@dtechhs.org) ● Director of Student Support Services *On leave in Fall 2025*	Jen Trent (jtrent@dtechhs.org) ● Educational Specialist & Lead *Interim Director of Student Support Services in Fall 2025*
Vicki Zettler (vzettler@dtechhs.org) ● Educational Specialist	Zach Pugliano (zpugliano@dtechhs.org) ● Educational Specialist

Clarissa Maliga (cmaliga@dtechhs.org) ● Educational Specialist (Fall Semester)	Jamie Frankos (jfrankos@dtechhs.org) ● Speech and Language Pathologist

Below is the tiered support system for students:

Level 1 Support

Academic Support Systems (All Students)

For students who need extra academic support outside of scheduled classroom time, there are several options for additional support:

1. The teacher can refer / student can opt into office hours through Flex Time
2. Paper Tutoring (available through Canvas)
   a. This is live, online tutoring available to all students 24 hours a day.
   b. Services are provided in multiple languages.
   c. Students can get help with nearly all subjects.
   d. Students can submit drafts of their written work for feedback before submitting their final version.
   e. Students will receive information about how to use Paper Tutoring during the first weeks of the school year.
3. Students can meet 1:1 or in small groups with their Counselor. Please email the counselor directly or talk to your advisor. Counseling is always here for you!
4. Parents who feel their students need additional or different levels of support should reach out to their student's advisor..

Level 2 Support

Mental Health Wellness Referral (Students struggling with relationships, overwhelming emotions, world issues/concerns/fears, or who have experienced trauma/loss)

- Mental Health Therapist: Heather Kaech
- When to refer: student has expressed a desire/need for extra support; beyond the staff capacity of support; needs a mental health professional.
- How to refer: Complete the Mental Health Referral Form so that therapists can prioritize, track, and document all incoming referrals, ensuring that no one falls through the cracks.
  ○ Students may reach out directly to a therapist or counselor for a check-in.
  ○ Parents - contact the student's academic counselor or advisor to connect with a therapist.

Students of Concern (SOC) Referral

- Team Lead: Molly Robertson, Counselor
- Team Members: Ashley Wong,
- The teacher should complete this SOC REFERRAL FORM if a student ….
  ○ Missed three or more classes
  ○ Is not turning in work consistently (2 or more missing assignments) and/or is at risk of not passing the class. The teacher will likely have already referred the student to office hours and "The Park".
  ○ Subtle or noticeable shift in behavior, appearance

- ○ Has mentioned feeling overwhelmed, depressed, and angry (could be in addition to or after referring to the Mental Health Therapist)
- ○ Does not have proper access to food, wifi, or parental support

Level 3 Support
Academic Support (Students with IEPs)
The Learning Center is designed for students with IEPs to seek support and guidance. Students can opt into the Learning Center space for a separate setting or guided support from their case manager

E-HALL PASS
The e-Hall Pass is an online digital hall pass management tool designed to enhance control, security, and oversight of hall passes in our school. By using E-Hallpass, we ensure that we are always aware of the location of all students, which is crucial for maintaining safety. It also helps students develop self-directed skills as they request passes for destinations like DGR or counseling, and provides opportunities to access school resources during class time.

Students need to request an E-Hallpass each time they leave the classroom. They should only request a pass when necessary and take the shortest route to minimize the time spent on passes. Socializing in the halls should be avoided; students should proceed directly to their destination. It's recommended that they limit their visits to 5 minutes to facilitate a quick return to learning. The less time students use, the more time they have for classroom progress!

YONDR: CELL PHONES
Design Tech High School is a Cell phone-free school. We have partnered with Yondr to support our community in implementing this policy.

- Students may use their cell phones during non-school hours. Examples of non-school hours include: before 8:45 a.m., after 3:35 p.m., and when students are no longer in the physical building of Design Tech High School.
- Students will silence and/or turn off their cell phones and place them into the Yondr pouch at the start of the 1st or 2nd period each day.
- Students will not be permitted to un-pouch their phones or use electronic devices during FLEX or lunchtime.
- Students will un-pouch their phones upon dismissal at the end of their last period.
- Students may use school telephones to call a parent or caregiver with permission from a staff member.
- Parents/Caregivers, please ensure that you make family arrangements before the start of the school day.
- In the event of an emergency, please contact the school office so that information can be delivered in the most appropriate manner.

The use of a cell phone and/or violation of this policy may result in the following disciplinary actions:

Electronics

- YONDR: Check 1ˢᵗ, 2ⁿᵈ, and Advisory daily. Provide warning and call in, inform advisor and family. See below.
- GoGuardian: Expectation is that all staff use it (Steven will also be receiving notifications, counselors)
- Gaming/un-authorized sites: Use GoGuardian!

Response #1:
Speak with the student. Redirect, **document**, & reminder of expectation, AUP.

Response #2:
Remind student of expectation. Verbal/non verbal cues. Inform Advisor, Steven as needed, and parents (with AUP linked), **phone confiscated. Parent contacted.**

Response #3:
Restorative follow up form, **Flex Service**, consequence (paper materials), **phone confiscated.** Contact parent. Electronic/behavior contract as needed. **Parent pick up.**

Response #4: **Phone is checked in at the front desk daily.**

ELECTRONIC DEVICES
Design Tech High School will be an Electronic Device Free school during the 2025-2026 school year. All electronic games are prohibited. The use of electronic games or alternative electronic devices will result in disciplinary action:

Electronics

- YONDR: Check 1st, 2nd, and Advisory daily. Provide warning and call in, inform advisor and family. See below.
- GoGuardian: Expectation is that all staff use it (Steven will also be receiving notifications, counselors)
- Gaming/un-authorized sites: Use GoGuardian!

Response #1:
Speak with the student. Redirect, **document**, & reminder of expectation, AUP.

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Response #3:
Restorative follow up form, **Flex Service**, consequence (paper materials), **phone confiscated**. Contact parent. Electronic/behavior contract as needed. **Parent pick up.**

Response #4: **Phone is checked in at the front desk daily.**

Students who need to use alternative devices, such as MacBooks and/or PCs, for specific cases, including 504 plans, IEPs, and/or concurrent enrollment, should reach out to the Director of Student Services, Ashley Wong (awong@dtechhs.org).

ORACLE CAFE & FOOD DELIVERY SERVICES

Design Tech High School is a closed campus. It prohibits students from visiting the Oracle Cafe and/or ordering food from any delivery service. Failure to abide by this policy will result in disciplinary action:

Level 1 Response:

- Food is confiscated
- Parent/Caregiver Email
- Restorative Circle
- Flex Service

Level 2 Response:

- Food is confiscated

- Parent/Caregiver Phone Call
- Community Support Plan
- X Service

Level 3 & Subsequent Responses:

- Food is confiscated
- Parent/Caregiver Meeting
- School Activities/Privileges may be revoked

Students who forget their lunch can notify a teacher/staff member so they can use a school phone and contact parents/caregivers. Parents/Caregivers may drop off all lunches at the front desk.

TOBACCO, ALCOHOL, AND OTHER DRUGS
Under California Education Code (48900), students are prohibited from possessing or using tobacco, alcohol, or other controlled substances while on campus or at a school-sanctioned event.

- When a student is found in possession of, or under the influence of drugs or alcohol or related paraphernalia on the way to or from school, at school, or before, during, or after a school-sponsored event for the first time, the unauthorized substance or paraphernalia is confiscated; students will be referred to an outside of school organization for support.
- The use of a breathalyzer may be employed with students suspected of being under the influence of alcohol at school or school-related activities.
- Parents are contacted to take the student home if the student is under the influence of drugs or alcohol.
- Students returning from a drug or alcohol-related suspension complete a re-entry plan back into the school community.

MUSIC
Some students focus better when listening to music, and they may do so during independent work time. If the student is listening to music on their computer, they should wear headphones to prevent the music from disturbing those around them. Students are expected to create playlists before entering the classroom or arriving at school for the day.

WATER
Students are encouraged to stay hydrated, and water is available from the dispenser throughout the building. Students also bring water bottles to refill. Except for water, no food or drink is allowed in the classroom, unless supervised by an adult.

EARLY DISMISSAL
11th and 12th grade students without an assigned 7th or X-period are permitted to leave school at 2:20pm for a purpose such as an internship, job, concurrent enrollment, or other off-campus activity. Students who remain on campus must be under the supervision of a staff member.

WORK PERMITS
For forms, see the announcements page. Any student under the age of 18 must have a valid work

permit to work at any time, including during the school year and on vacations & holidays. d.tech, in addition, upholds the policy that students must maintain a minimum grade point average of 2.0 to be eligible for a work permit. At any time, a school and/or school district reserves the right to refuse or revoke a permit to work if it deems it necessary for the student's well-being.

DRESS CODE

Students are encouraged to express their individuality through their clothing, as long as it aligns with the general guidelines and does not interfere with the learning environment. Students should dress for school in attire that is both comfortable and respectful, suitable for the tasks at hand. Casual dress is acceptable, with shoes and shirts being worn at all times.

Students arriving with clothes displaying offensive language or imagery, advocating violence, or promoting alcohol, tobacco products, or controlled substances create a less safe school environment. They will be asked to cover it with another piece of clothing, or parents/guardians will be called to bring a different item for the student to wear. This restriction also applies to wearing any clothing or items alluding to any racist ideas, stereotypes, symbols, etc., or violating the Student Code of Conduct and Anti-Bullying policies. In compliance with California Education Code 35183, students may not wear gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt school activities.

LOST & FOUND

Please mark personal items with the student's name where feasible. D.tech maintains a "lost and found," and students are responsible for checking for lost items. Items in the lost and found that have been unclaimed for more than a month are donated.

MONEY & VALUABLES

The school is not responsible for the loss of any item. Students are asked to refrain from bringing valuables to school, including electronic toys and devices such as games. Bringing in more money than needed for that day's expenses is strongly discouraged. The rule also applies to off-campus field trips unless specifically addressed by a teacher.

NUTRITION & WELLNESS
Free and Reduced Lunch Program

We will continue to operate under California's Universal Meals law in the 2025-2026 school year, which allows all students to receive meals free of charge for the entire school year.

When school is not in session, the Summer Food Service Program (SFSP) provides free meals to children and teens in low-income areas. Click the link below to quickly and easily find summer meal sites near you. **Meals for Kids Site Finder**

We recommend healthy lunch and snacks, and strongly discourage energy and designer coffee drinks. High caffeine levels do not support a productive learning environment.

VISITORS

Visitors must sign in at the main entrance and receive visitor badges for the security of our students and staff. Visitor check-in procedures are required by the Comprehensive School Safety Plan to ensure campus safety. Visitors must make prior arrangements with a staff member. Families and students are not allowed to invite friends or family members to shadow or tour.

ATHLETICS

Parents and students participating in competitive athletics are required to attend the orientation(s) scheduled by the Athletics Director and complete and read the mandated athletics forms. Questions can be directed to dtechathletics@dtechhs.org. Please note: All student-athletes will undergo weekly Academic Eligibility Checks. More information regarding our sports and seasons can be found by visiting our website: https://www.dtechathletics.com/

ANIMALS ON CAMPUS

Under the Federal Americans with Disabilities Act, Title III, d.tech allows service animals on campus; however, personal animals cannot be brought on campus otherwise.

MEDICINES ON CAMPUS

All medicines must be kept at the front desk. No drug, even over-the-counter varieties, can be administered without the parent/guardian having a Doctor complete and sign the Physician's Authorization to Administer Medicine at School form, which is kept at the front desk.

XII TECHNOLOGY ACCEPTABLE USE POLICY

RESPONSIBILITIES

In our one-to-one computing environment, students are expected to be responsible digital citizens. Chromebooks and other technology are for academic purposes only.

ACCEPTABLE USE POLICY - RELEASE OF LIABILITY

Electronic Equipment and Resources

Design Tech High School is pleased to offer students access to the school network via their school-issued Chromebooks for electronic mail and the Internet. To gain access to email and the Internet, all students under the age of 18 must obtain parental permission. Both parents and the student agree to this policy as a mandatory part of enrollment at the school.

Access to the Internet enables students to explore libraries, museums, online tutorials, databases, and other reference materials, and connect with Internet users worldwide. Families should be warned that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate, or potentially offensive.

While Design Tech High School intends to provide Internet access to support its educational

goals and objectives, students may still find ways to access less desirable materials. Design Tech High School uses filtering programs to prevent this; however, they are not 100 percent effective.

The staff believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their students should follow when using media and information resources. To that end, Design Tech High School supports and respects each family's right to decide whether or not to apply for access.

School Internet Rules

Students are held accountable for responsible behavior on school computer networks. The network is provided for students to conduct research and communicate with others.

Access to network services is granted to students who agree to act in a considerate and responsible manner. Students are expected to report any misuse of the network to the designated staff member. Parents'/guardians' permission is required to use the Internet and email.

Individual users of the Design Tech High School computer network are responsible for their behavior and communications over that network. It is presumed that users will comply with Design Tech High School standards and will honor the agreements they have signed. Beyond clarifying such standards, Design Tech High School is not responsible for restricting, monitoring, or controlling the communications of individuals using the network.

Cloud-based (Google Workspace) storage areas are treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure responsible use of the system. Users should not expect that files stored on district servers are private.
Access is a privilege, not a right. Access entails responsibility.

During school, teachers will guide students toward appropriate materials. Parents/guardians bear the same responsibility for such guidance at home.

NOT PERMITTED
- Sending or displaying offensive messages or pictures
- Using obscene or abusive language
- Viewing pornography or other inappropriate sites
- Search for unauthorized items like weapons, illegal substances, or other explicit items.
- Harassing, insulting, threatening, or attacking others
- Damaging computers, unauthorized access, or hacking of computer systems or networks
- Reverse-engineering Chromebooks or otherwise modifying Chromebooks, or substituting or replacing hardware or components, without express, prior, written permission
- Enabling Developer Mode on a Chromebook without express, prior, written permission
- Disabling GoGuardian and/or evading content filtering

- Using or attempting to use Google Workspace APIs without prior permission
- Violating copyright laws or plagiarizing another person's materials
- Using another's password or user profile
- Accessing chat lines, unless authorized by the instructor and supervised
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources or staff time
- Employing the network for purposes other than educational purposes
- Using or accessing proxy servers or Virtual Private Networks (VPNs)
- Disclosure of any personal identification while using electronic communication, except to authenticate the sender and receiver of student email.

TECHNOLOGY AGREEMENT BREAKDOWN

We hope that students will use their Chromebooks for school-related purposes. Since we use a shared network, d.tech can see and track your history; therefore, please use these tools for their intended purposes and not for unrelated purposes.

Students who consistently use Chromebooks for non-related classroom purposes will be redirected. If redirection does not work, we will support students to be positive digital citizens; however, if behavior persists, students can expect:

- Movement of the seat for a more visible screen
- Regular check-ins with the teacher about the workflow
- Limited use of computers and/or sites

For students not adhering to the above guidelines, the following disciplinary actions may apply:

Level 1:
- Limited use of computers and/or sites
- The teacher confiscates the Chromebook until the end of the class.
- The student is assigned a non-tech assignment for the remainder of class.
- Suppose the student is found using the loaner computer for non-academic purposes. In that case, the teacher will complete a Restorative Follow-up form, and the student will participate in a Restorative Circle and Flex Service.
- Parent/Caregiver and Advisor will be notified via email, phone, or text.

Level 2:
- The teacher sends the Chromebook to the office and fills out a Restorative Follow-up.
- Student loses Chromebook for the day.
- The student is assigned X Service.
- Parent/Caregiver and Advisor will be notified via email, phone, or text
- Create a support plan and Technology Use Contract

Level 3 & Subsequent Responses:
  a. The teacher sends the Chromebook to the office and fills out a Restorative Follow-up.

      b. Student loses Chromebook privileges for the week and will be subject to other consequences, including, but not limited to:
1. Phone Call Home
2. Multiple Week-Long Tech Suspension
3. Community Support Plan & Technology Use Contract
4. Conference with Parent
5. Suspension from School-Related Activities

For additional information, please review our Chromebook Policy.

TECHNOLOGY FAQ

1. How and when will devices be distributed?
Students will be given their devices by the third week of school. We will spend a considerable amount of time building the expectations around technology use.

2. Will students take their devices home with them?
Yes. Although students can work on the laptops offline, please contact a d.tech staff person if you do not have Internet access at home.

3. How are students being trained for this 1-to-1 rollout?
During the second week of school, students will receive lessons in digital literacy, digital safety, and Chromebook care and usage.

4. What are some basic Chromebook functions that I should know about (e.g., saving, data backup, printing)?
Chromebooks are primarily designed for use when connected to the Internet. They do have limited storage available, allowing documents to be saved and accessed offline. All student work will be saved in a Google Doc account.

5. How and where should devices be stored/cared for at home?
Devices should be used and stored in a place at home where parents/guardians can easily supervise student use and the devices can be charged. Devices should not be left in direct sunlight or placed in areas where they might get wet. We recommend that students refrain from using laptops in their rooms. Students are expected to bring their devices to school fully charged each day.

6. What is my family's responsibility for loss or breakage in school, out of school, or both?
The Chromebook is the student's responsibility. Students are responsible for paying for the replacement or repairs of their Chromebooks if they are lost or damaged, similar to the responsibility they would have for a lost or damaged textbook from the library.

7. Is there an insurance plan for devices bought by families and/or for devices loaned to families by schools or districts? The school has not purchased an insurance plan for the devices.

8. Is there an acceptable use policy (AUP)? Where can I find it?
Yes, students agreed to an acceptable use policy during the registration process. It is also included at the end of the Q&A.

9. What are the school's disciplinary consequences for inappropriate use?
Students misusing their devices will be placed on device restriction. While on device restriction, students will be expected to complete their work using pen and paper. The duration of device restriction depends on the number and severity of the infractions.

10. How do any disciplinary consequences extend beyond the school day and off-campus?
Device restrictions extend beyond the school day and are in effect off-campus.

11. Can I use my laptop during a physical activity break?
We believe that to develop whole-child students, they need a break from their laptops. Physical activity break time is for moving around and doing non-tech communication.

12. What is my family's responsibility in monitoring what my child does on the device at home?
We encourage families to require that their children use their Chromebooks in a designated area of the home where they can be easily supervised.

13. Will the device need to be connected to the Internet to complete homework assignments?
Most work will require an Internet connection, but students will be trained in how to access their Google Drive offline.

14. Is the school using a content filter for Internet browsing? Yes.

15. Is there a way I can have similar filtering options at home?
Yes. Parents can and should install a filtering program on their home network. Some examples are: Open DNS, iboss, skydog

16. What are the specs and configuration of the device?
We've issued both Acer and HP Chromebooks in previous years. Most recently, we issued HP 14 G5 devices.

17. Can my child and I configure or personalize the device in any way?
All personalization of a device must be easily reversible. For example, choosing a screen saver picture of your pet is easily reversible; painting the cover orange is not.

18. What are the expectations around using the Chromebook at home? Is it only for schoolwork, or can my child use it for personal or entertainment purposes?
The acceptable use policy applies to students both on and off school grounds. Students will be charged a $15 reimaging fee to remove unacceptable material or return the machine to factory settings when needed.

19. Who else can use my child's device?   The device is intended for the student's exclusive use.

20. What apps will be preloaded on the devices? The Google Apps for Ed suite.

21. Can we purchase or install apps ourselves on the device?
Only pre-approved apps or extensions can be loaded. Students can request additional extensions for installation, but all requests are reviewed for suitability and security before being approved.

22. Will students have email or other accounts?
Yes. Student user names will consist of the first letter of a student's first initial, followed by their

last name, and the two-digit year of graduation. Example: njones26@dtechhs.org

23. How can I access or view my child's digital work?
Parents have open access to all digital work. To access the material, parents will need to know their student's username and password. We encourage parents to be aware of all their children's usernames and passwords.

24. Will we have access to the school's online content outside of the school day?
Yes. The school's content can be accessed anywhere there is an internet connection.

25. What kind of tech support will we have outside of school hours?
There will not be any school-based technology support after school hours.

26. Can I use my laptop instead of the Chromebook?
Students are required to use their Chromebook or school-issued computer at all times. Students in violation of this rule will be asked to turn in their laptops and collect them at the end of the day. Students may see the Student Culture Coordinator for exceptions.

The Why?
1) Security: At a March 2021 webcon about network security and avoiding ransomware attacks, one of the top three risks identified was allowing unmanaged personal devices to attach to school networks. Network administrators have no way to assess if these machines are:
   - Updated with the latest operating system patches addressing vulnerabilities
   - Running current antivirus software
   - Already infected with malware or viruses

2) Equity: At Dtech, we believe that students should have access to the same level of technology for educational purposes while on campus.

   Reasons: Security (concern for network safety) + Equity (evening out the playing field)

RECORDING POLICY
To protect the privacy of both students and staff, parents and students need to abide by the following recording policies:
- Students will not record any online lessons or meetings without asking permission from Design Tech High School.
- Students will not share any online lessons or class recordings with any person or organization without written consent from Design Tech High School.

XIII COVID POLICIES AND PROCEDURES

SAN MATEO COUNTY HEALTH
All together better.

Design Tech High School will be using statistics, recommendations, and directives from:
San Mateo County Health, in collaboration with the County of San Mateo, is actively responding to the

COVID-19 pandemic to protect the public and keep the community informed.

SMCH works closely with the California Department of Public Health (CDPH) and the Centers for Disease Control and Prevention (CDC) to respond to the novel coronavirus and its potential impacts on the Bay Area. Additionally, they partner with other Bay Area health departments, the media, and community-based organizations to assist.

In addition to our public health services and other health and medical services, San Mateo County Health provides guidelines to reduce the spread of COVID-19. The time to act is now to protect vulnerable populations and the broader community.

If you test positive and have no symptoms, students and teachers can return to school and work—no longer required to isolate for five days. Wear a mask when you are around other people indoors for the 10 days after you become sick or test positive. You may remove your mask sooner than 10 days if you have two sequential negative tests at least one day apart.

If you test positive and have symptoms, stay home until you have not had a fever for 24 hours without using fever-reducing medication and other COVID-19 symptoms are mild and improving. Follow the 10-day masking guidance above.

This aligns California with other states, making the COVID response more consistent with that of the flu and other seasonal respiratory illnesses.

Below is some additional information.

[CDPH Isolation Q&A](#) **(1/9/24)**
[CalOSHA factsheet](#) **(1/9/24)**
[CalOSHA FAQ](#) **(1/9/24)**

XIII   GLOSSARY
_____

d.lab
A signature program that students take all four years: students learn the process skills of design thinking. This collaborative problem-solving technique serves them beyond d.tech in both academic and professional life.

@d.tech (Advisory)
An advisory class that meets regularly during the week. A student's @dtech advisor is an ally and coach for the student and the primary point of contact for parental concerns.

Design Realization Garage (DRG)
A fabrication and maker space for use by classes or by students during lab days. Students must earn access to different tools and should be supervised at all times.

F.I.T. (Focused Independent Time)

Students may be assigned F.I.T. During this time, it is expected that students work independently on their core subject areas in one of the areas on campus designated for independent work. Students are expected to stay in the area to which they are assigned for the duration of F.I.T.

Grade Assignments

Grades for a given assignment are reported in one of three ways:

M=missing. Students have not completed an assignment, which negatively impacts their grade. This grade is temporary.

Dev=developing. Dev means that the students have completed the assignment, but must continue revising it to bring the grade up to proficiency (at least a 75%); it does not negatively impact the student's grade.

Percentage Grade: The students have completed the task, and the percentage represents the level of their performance. Most of the grades in school pathways are represented as percentages rather than letters.

CANVAS

This is the Learning Management System (LMS) that d.tech is currently using. Students log in to see their grades, assignments, and class announcements. In most cases, students upload their work for it to be considered handed in. Processing time means that grades may take two weeks to post, especially if the student is asked to complete additional work to fulfill the task.

Acknowledgment by Continued Enrollment

By continuing enrollment at Design Tech High School, families acknowledge that they have reviewed the d.tech Community Handbook, including the Tech Acceptable Use Policy, Emergency Card Agreement, and the Traffic Flow procedures.

They understand that these guidelines are subject to periodic updates and that it is their responsibility to remain informed of any changes communicated by the school.

Continued participation as a parent/guardian and the student's attendance at d.tech constitute passive consent to the policies outlined herein.