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9 *Attorneys for Plaintiffs William Clark and Gabrielle Clark*

10 **UNITED STATES DISTRICT COURT**  
11 **DISTRICT OF NEVADA**

12 GABRIELLE CLARK,  
13 individually and as parent and  
guardian of WILLIAM CLARK  
14 and WILLIAM CLARK,  
15 individually,

16 Plaintiffs

17 v.

18 STATE PUBLIC CHARTER SCHOOL  
AUTHORITY, DEMOCRACY PREP  
19 PUBLIC SCHOOLS, DEMOCRACY PREP  
PUBLIC SCHOOLS, INC., DEMOCRACY  
20 PREP at the AGASSI CAMPUS,  
DEMOCRACY PREP NEVADA LLC,  
21 SCHOOL BOARD of Democracy Prep at  
the Agassi Campus, NATASHA TRIVERS  
22 individually and in her official capacity as  
Superintendent and CEO, ADAM  
23 JOHNSON, individually and in his official  
capacity as Executive Director and  
24 Principal, KATHRYN BASS individually  
and in her capacity as Teacher, JOSEPH  
25 MORGAN, individually and in his official  
capacity as Board Chair, KIMBERLY  
26 WALL individually and in her capacity as  
assistant superintendent, and John & Jane  
Does 1-20

27 Defendants.  
28

Case No.

**PLAINTIFFS' COMPLAINT  
FOR INJUNCTIVE RELIEF,  
DECLARATORY RELIEF,  
AND DAMAGES**

**(JURY TRIAL DEMANDED)**

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1 Plaintiffs Gabrielle Clark individually and as parent and guardian of William Clark  
2 and William Clark individually by and through their attorneys of record, the law firm of  
3 Marquis Aurbach Coffing, allege and complain as follows:

4 **NATURE OF ACTION**

5 **A. ASSERTING INTEGRITY OF CONSCIENCE AGAINST STATE  
6 DISCRIMINATION AND COERCION**

7 1. Plaintiff, William Clark, brings suit for injunctive relief and damages against  
8 Defendants for repeatedly compelling his speech involving intimate matters of race, gender,  
9 sexuality and religion. Defendants compelled Plaintiff William Clark to make professions  
10 about his racial, sexual, gender and religious identities in verbal class exercises and in graded,  
11 written homework assignments which were subject to the scrutiny, interrogation and  
12 derogatory labeling of students, teachers and school administrators. By directing Plaintiff  
13 William Clark to reveal his identities in a controlled, yet non-private setting, to scrutiny and  
14 official labeling, Defendants were and still are coercing him to accept and affirm politicized  
15 and discriminatory principles and statements that he cannot in conscience affirm. Defendants  
16 “invade the sphere of intellect and spirit which it is the purpose of the First Amendment to our  
17 Constitution to reserve from all official control.” *West Virginia State Board of Education v.*  
18 *Barnette*, 319 U.S. 624. Defendants repeatedly threatened William Clark with material harm  
19 including a failing grade and non-graduation if he failed to comply with their requirements.  
20 When he declined to participate in these confessional exercises and assignments, Defendants  
21 rejected his requests for reasonable accommodation and acted on their threats. Defendants’  
22 coercive and intrusive behavior compelled William Clark’s protected speech and invaded his  
23 privacy, violating his constitutional rights under the First Amendment and his due process  
24 rights under the Fourteenth Amendment.

25 2. Plaintiff, Gabrielle Clark, a black woman, is William Clark’s mother and only  
26 living parent guardian. William’s father, now deceased, was a white man and an attorney.  
27 Plaintiff Gabrielle Clark brings suit on her own behalf and asserts her Fourteenth Amendment  
28 substantive due process right to family integrity and autonomy, which the Defendants

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1 deliberately threatened and undermined in word and deed, directing her son in class to  
 2 “unlearn” the basic Judeo-Christian principles she imparted to him, and then retaliated against  
 3 her son with a failing grade and threats of non-graduation when he declined to participate.  
 4 Parents possess a right and covenant to guide and direct the upbringing of their children, and  
 5 courts have repeatedly honored and upheld this right. *See Troxel v. Granville*, 530 U.S. 57, 66  
 6 (2000) (O’Connor, J., plurality); *see also Meyer v. Nebraska*, 262 U.S. 390, 401-02 (1923)  
 7 (upholding the "power of parents to control the education of their own.")

8 3. Defendants, who include a state funded and sponsored charter school, teachers  
 9 and senior administrators, have deliberately created a hostile educational environment for  
 10 Plaintiff William Clark, who, unlike his classmates appears to be and is regarded by his peers  
 11 as white. Defendants thus discriminated on the basis of race and color, in addition to sex,  
 12 gender and religion, in violation of Title VI and Title IX of the Education Amendments of  
 13 1972, 20 U.S.C. §§ 1681 et seq. As Gabrielle Clark told Defendants in a meeting seeking  
 14 accommodation, “you put a bullseye on my son’s back.” The following illustration is copied  
 15 directly from Defendant school’s mandatory class material annexed hereto as **Exhibit A** and  
 16 exemplifies the glib discriminatory tone of the compulsory instruction:



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**B. RELIEF REQUESTED**

4. William Clark’s graduation from high school has been threatened and his academic performance has already been unjustly harmed. He and his mother Gabrielle Clark, whose hopes are fully invested in her son’s wellbeing and prospects, seek emergency injunctive relief for reasonable accommodation, as ongoing harm done and threatened to be done by Defendants is irreparable, and pray the Court declare Defendants’ behavior in violation of the First and Fourteenth Amendments to the United States Constitution, 42 U.S.C. § 1983, and Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq.

5. Plaintiffs also seek monetary damages, including compensatory and punitive damages, for the damage done to William Clark’s future academic and professional prospects, and for the Defendants’ deliberate and protracted harassment, emotional abuse, and violation of Plaintiffs’ Constitutional Rights.

**JURISDICTION AND VENUE**

6. This action arises under 42 U.S.C. § 2000d, et seq. and 42 U.S.C. §1983. This Court has subject matter jurisdiction under 28 U.S.C. §§ 1331 and 1343.

7. Venue is proper in the District of Nevada under 28 U.S.C. §1391 because the events giving rise to the claims detailed herein occurred in the District of Nevada, and all Defendants do business there. Defendants Democracy Prep Public Schools and Democracy Prep Public Schools Inc. and associated individuals are interstate actors headquartered in Manhattan.

**THE PARTIES**

**A. PLAINTIFFS**

8. Plaintiff William Clark is in the 12th grade at Democracy Prep at the Agassi Campus (DPAC), formerly Andre Agassi College Preparatory Academy, where he first enrolled six years ago. He has been there much longer than Defendants, who took over management and control of the Agassi Campus three years ago. William is hoping to attend college to study music. William resides in Clark County, Nevada with his Mother, Gabrielle

1 Clark, in transitional housing with two siblings, both of whom are black. William’s father is  
2 deceased.

3 9. Gabrielle Clark is a single mother and guardian of three children, two of whom  
4 are school age, including William Clark. She has brought up her children according to  
5 traditional Judeo-Christian principles, including the proposition that every person is unique  
6 and equal before the eyes of God and will be judged by the content of their character rather  
7 than the color of their skin. Ms. Clark is temporarily disabled and unemployed, but is active  
8 in her children’s education, having secured for them coveted admissions to public charter  
9 schools in the Las Vegas area, specifically Clark County.

10 **B. DEFENDANTS**

11 10. Defendant State Public Charter School Authority [“SPCSA”] characterizes  
12 itself as a “local education agency.”<sup>1</sup> SPSCA certifies, authorizes, screens and monitors  
13 DPAC, and recently renewed its contract with Defendants DPAC, Democracy Prep Nevada  
14 LLC, and Democracy Prep at the Agassi Campus School Board in the contract annexed hereto.  
15 The contract requires DPAC to notify SPCSA of any violations in its contractual obligations,  
16 and SPSCA must in turn direct corrective action. SPCSA conducts site visits and evaluations,  
17 including of curriculum and grading changes at DPAC. SPSCA’s acquiescence and deliberate  
18 indifference to DPAC’s discriminatory and unconstitutional acts and curriculum  
19 programming amounts to practice and custom with regards to the constitutional violations  
20 discussed herein.

21 11. Defendant Democracy Prep Public Schools (DPPS) describes itself as a public  
22 charter school network and is organized under the laws of the State of New York. DPPS is  
23 headquartered at 1767 Park Avenue, 4th & 5th Floor, in Manhattan. In its IRS Form 990 for  
24 fiscal year ending in 2018, DPPS describes itself as a “charter management organization  
25 providing educational services, management operations and fundraising activities” for charter  
26  
27

28 <sup>1</sup> See Contract, attached hereto as **Exhibit B**.

1 schools including DPAC in Nevada.<sup>2</sup> As a public educational institution and recipient of  
2 federal and state funds, DPPS has a duty to enforce the United States Constitution and state  
3 law by not enacting, imposing, operating, or maintaining policies, operations, or goals that  
4 discriminate against or grant preferential or detrimental treatment to any individual or group  
5 on the basis of race, sex, color, religion, ethnicity or national origin. Defendants’ curriculum  
6 programming involving invasion of privacy, public disclosure of private, intimate facts,  
7 compelled speech and discrimination was generated by DPPS in New York and amounts to  
8 custom and practice.

9 12. Defendant Democracy Prep at Agassi Campus (DPAC) is a K-12 member  
10 school of the DPPS network. DPAC is located in Clark County, Nevada. DPAC receives and  
11 benefits from federal and state financial assistance. DPAC claims that it relies entirely on  
12 public funds — in 2018 about \$5,700 per pupil from the state and federal funds. DPAC has  
13 utilized and expended public monies to implement its unconstitutional “civics” programming  
14 in violation of the United States Constitution, Title VI, Title IX and Nevada State Law. DPAC  
15 is also obligated to adhere to Title VI in its contract with Defendant SPCSA.

16 13. Defendant Democracy Prep Public Schools, Inc. is the only managing member  
17 of Defendant Democracy Prep Nevada LLC whose executive director is DPAC Principal  
18 Adam Johnson.

19 14. Defendant Democracy Prep Nevada LLC is a legal entity registered under the  
20 laws of Nevada, and the contract between it and the SPCSA describes it is a separate entity  
21 from the DPAC charter school itself.<sup>3</sup> This legal entity was first registered on February 13,  
22 2017 under the legal form of Domestic Limited-Liability Company registered in the state of  
23 Nevada. The company is categorized under Public Combined Elementary and Secondary  
24 School. Current estimates show this company has an annual revenue of \$80,555 and employs  
25

26 <sup>2</sup> <https://projects.propublica.org/nonprofits/organizations/202629354/201921429349301972/IRS990>

27 <sup>3</sup> [http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2020/200626-](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2020/200626-Democracy-Prep-at-Agassi-Contract-draft-5-21-20-clean.pdf)  
28 [Democracy-Prep-at-Agassi-Contract-draft-5-21-20-clean.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2020/200626-Democracy-Prep-at-Agassi-Contract-draft-5-21-20-clean.pdf)

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1 a staff of one, who is Defendant Adam Johnson. Democracy Prep Nevada LLC has one listed  
2 managing member, Democracy Prep Public Schools, Inc.<sup>4</sup>

3 15. DPAC School Board [School Board] is the “final authority in matters affecting  
4 [DPAC] and responsibility for the academic, financial, and organizational performance...and  
5 curriculum.”<sup>5</sup> The DPAC School Board is a unique entity with final oversight of DPAC  
6 operations, curriculum and disciplinary matters, and is duty bound according to its contract  
7 with Defendant SPCSA to ensure non-discrimination in accordance with Title IX and VI and  
8 federal and state law. Defendant Joseph Morgan is Chair of DPAC School Board. Defendant  
9 School Board acquiesced and was deliberately indifferent to the civil rights abuses inflicted  
10 on Plaintiffs and affirmatively approved as policy the coercive, invasive, and discriminatory  
11 curriculum programming.

12 16. Defendant Kathryn Bass is a teacher and employee at DPAC. She teaches and  
13 grades the compulsory “Sociology of Change” class in which William Clark was enrolled,  
14 and she required William Clark and his fellow students to reveal and make professions about  
15 their gender, sex, religious and racial identities, and subjected those professions to public  
16 interrogation, scrutiny and derogatory labeling as part of a curriculum designed, promoted and  
17 implemented by DPPS and its CEO and Superintendent Natasha Trivers. Defendant Kathryn  
18 Bass terminated class discussion when Plaintiff William Clark and other students sought to  
19 engage critically with Defendants’ class material and programming that assigned character  
20 attributes on the basis of race, sex and gender. She also failed Plaintiff William Clark for the  
21 class at issue, and penalized him for not completing graded identity confession assignments.

22 17. Defendant Adam Johnson is the school principal of DPAC and its Executive  
23 Director and Executive Director at Democracy Prep Nevada LLC. He personally oversees and  
24 implements curriculum and discipline at DPAC, and threatened a failing grade and non-  
25 graduation upon William Clark and his mother on multiple occasions if William Clark did not

26 \_\_\_\_\_  
27 <sup>4</sup> <http://www.buzzfile.com/business/Democracy-Prep-Nevada-LLC-702-948-6000>

28 <sup>5</sup> See **Exhibit B** at page 7.

1 participate in the “Sociology of Change” instruction sessions featuring compelled speech,  
 2 viewpoint discrimination, invasion of privacy and patent discrimination. Defendant Adam  
 3 Johnson delivered on his threats, ruining Plaintiff’s good college prospects built on years of  
 4 hard work and a strong GPA, conferring a D- on Plaintiff William Clark for the class, even  
 5 though DPAC’s Handbook states “Democracy Prep does not give Ds.”<sup>6</sup>

6 18. Defendant Natasha Trivers is the new CEO of DPPS and DPPS Inc. and  
 7 Superintendent of all 21 affiliated member schools, including DPAC in Nevada. She  
 8 personally oversees staffing, design and implementation of curriculum nationally, including  
 9 the Civics Program of which the course at issue, “The Sociology of Change” and its tandem  
 10 “Change the World” project is a part. She has publicly encouraged Democracy Prep students  
 11 to think for themselves and “push back” against DPPS school policies if students found them  
 12 to be unjust, however she retaliated against William Clark and his mother when they did just  
 13 this and asserted their constitutional rights in seeking reasonable accommodation from  
 14 Defendants. Defendant Kimberly Wall stated that Defendant Natasha Trivers was aware and  
 15 intimately involved in every action taken by Defendants towards Plaintiffs concerning the  
 16 “civics” class and programming at issue.

17 19. Defendant Kimberly Wall is assistant superintendent of DPPS in New York  
 18 City, had knowledge of and personally supported, implicitly and directly, in meetings and  
 19 correspondence with Plaintiffs, the above-described policy and subsequent coordinated  
 20 retaliation against Plaintiffs. In at least two meetings with Plaintiffs and counsel Defendant  
 21 Kimberly Wall refused reasonable accommodation, refused to repair the failing grade awarded  
 22 to William for the class at issue and would give no assurances that future mandatory class  
 23 programming would not involve identity confessions and labeling in class or in graded  
 24 homework assignments.

25 20. Defendant Joseph Morgan is Chair of the School Board at DPAC and a  
 26 Professor at UNLV in Child Development. He was awarded a \$2.5 million grant to fund

27 \_\_\_\_\_  
 28 <sup>6</sup> See Handbook, attached hereto as **Exhibit C**, at page 23.

1 *ReInvent Schools Las Vegas – Community Schools Initiative*, a project designed to implement  
 2 a community-schools model on three elementary school campuses within the Las Vegas  
 3 Valley. Additionally, he received a \$300,000 award to study the implementation of site-based  
 4 professional development to support inclusive practices in partnership with the Nevada  
 5 Partnership for Inclusive Education (NVPIE). When not deliberately indifferent towards  
 6 Plaintiffs, Defendant Joseph Morgan actively directed, supervised and was personally  
 7 involved in the discriminatory retaliation and policy of compelled speech imposed on  
 8 Plaintiffs since September of this year, as evidenced in written correspondence and in  
 9 meetings with Plaintiffs. He failed to take corrective measures as stipulated in the DPAC  
 10 Handbook and SPCSA contract when put on notice that Defendants’ actions were illegal and  
 11 created a hostile environment for Plaintiff William Clark.

12 21. All named Defendants are persons acting under color of state law within the  
 13 meaning of 42 U.S.C. § 1983.

#### FACTUAL BACKGROUND

15 22. In 2014, Plaintiff William Clark enrolled in the sixth grade at Andre Agassi  
 16 College Preparatory Academy in Clark County, Nevada. At the time Andre Agassi College  
 17 Preparatory Academy fell under the operational control of Clark County School District. In  
 18 December of 2016, after receiving a \$12.7 million grant from the US Department of  
 19 Education, New York City based Democracy Prep Public Schools (DPPS) and Democracy  
 20 Prep Public Schools Inc. acquired Andre Agassi College Preparatory Academy.

21 23. DPPS’ acquisition of Andre Agassi College Preparatory Academy was part of  
 22 a larger national expansion. DPPS had grown from its initial class of 130 sixth-graders in New  
 23 York City in 2006 to roughly 6,500 students in 21 schools today. In 2018, DPPS received  
 24 \$21.8 million in grants from the U.S. Department of Education’s Charter School Program to  
 25 fund the opening of additional campuses around the country. On its website, DPPS projects  
 26 its total enrollment to be 10,000 students nationally. DPPS asserts it “funds all of its schools  
 27 with only the public money we receive from the city, state, and federal government,” but at  
 28 the same time “seeks private philanthropy for strategic initiatives separate from the running

1 of its schools.”<sup>7</sup> Despite their self-professed public status and exclusive reliance on public  
2 funding, DPAC or Democracy Prep Nevada LLC and DPPS applied for and received millions  
3 of dollars in Payroll Protection Program loans under the CARES Act this summer.<sup>8</sup>

4 24. DPPS began implementing its “civics” curriculum at the newly acquired  
5 Agassi Campus in the Fall of 2017. The acquisition met with significant resistance from  
6 parents who were skeptical of the newly arrived New York organization. Defendant Natasha  
7 Trivers, DPPS’s interim CEO at the time, characterized the parental opposition to Democracy  
8 Prep in Las Vegas as comprised of “haters,” and lamented the difficulty of combating this  
9 opposition because of the sheer geographic distance between the school and the organization  
10 taking it over: “We’ve always dealt with the haters, so to speak, but that was haters on a really  
11 large scale.” She added that she regretted “not getting out in front of our parents so that they  
12 heard our voice louder than the detractors in a way that we just haven’t experienced before.”

13 9  
14 25. Defendant Natasha Trivers at the time was interim CEO of DPPS during the  
15 medical leave and absence of Katie Duffy, who would later resign from DPPS. Upon her  
16 assumption of the role of full and permanent CEO more recently, Natasha Trivers began  
17 implementing a very different “civics” curriculum, although the generic name and syllabi  
18 provided to parents remained the same. Parents at DPAC were not made aware of the  
19 ideological turn in curriculum. In place of a conventional civics curriculum that addressed the  
20 workings of the democratic system, political history, and the importance of civic engagement,  
21 Trivers’ new DPPS curriculum inserted consciousness raising and conditioning exercises  
22 under the banner of “Intersectionality” and “Critical Race Theory.” These sessions, according  
23 to the instruction materials exhibited herein, are not descriptive or informational in nature, but  
24

25 <sup>7</sup> <http://democracyprep.org/about/>

26 <sup>8</sup> <https://www.cnn.com/projects/ppp-business-loans/businesses/democracy-prep-public-schools>

27 <sup>9</sup> <https://www.the74million.org/article/democracy-preps-expansion-woes-raise-questions-about-whether-civics-education-can-be-brought-to-scale/>  
28

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1 normative and prescriptive: they require pupils to “unlearn” and “fight back” against  
2 “oppressive” structures allegedly implicit in their family arrangements, religious beliefs and  
3 practices, racial, sexual, and gender identities, all of which they are required to divulge and  
4 subject to non-private interrogation. Some racial, sexual, gender and religious identities, once  
5 revealed, are officially singled out in the programming as inherently problematic, and assigned  
6 pejorative moral attributes by Defendants.

7 26. Because the so-called “civics” curriculum implemented by Defendant Natasha  
8 Trivers carried the same name as the previous curriculum promoted by former DPPS CEO  
9 Katie Duffy, parents at DPAC like Gabrielle Clark were not aware of the turn towards  
10 coercive, ideological indoctrination until they began seeing the detrimental effects it worked  
11 upon their children.<sup>10</sup>

12 27. At the former Andre Agassi College Preparatory Academy and at DPAC,  
13 Plaintiff William Clark first developed his academic interests in musicology and sound  
14 engineering, a subject that he hopes to pursue in college. He aspires to attend Berkley School  
15 of Music or New York University, while his mother hopes he chooses Carnegie Mellon. As a  
16 12th grader, he is beginning the application process to college right now. He does all of this  
17 while working as a shift manager at a local fast food chain restaurant in order to help his  
18 family financially, managing intermittent “virtual learning,” and living through this year’s  
19 waves of lockdowns, stay-at-home orders and social unrest.

20 28. At the end of August of this year, at the start of his final school year, William  
21 Clark began the year-long “Sociology of Change” class required for all DPAC seniors and  
22 taught by teacher Kathryn Bass. The class runs in tandem with another project-based class,  
23

24 <sup>10</sup> As a practical matter, Plaintiffs cannot simply transfer to another school. They are economically  
25 disadvantaged and DPPS and DPAC continue to actively discourage midyear senior transfers as policy,  
26 as evidenced by their resistance to providing plaintiffs with educational records. In a past email titled  
27 “no documents for transfers” sent to defendant administrators, DPPS founder Seth Andrews stated  
28 “We are absolutely within our rights NOT to help transfers in any way transfers mid-way senior year.  
No transcripts, no letter of recommendation, nothing. I’m happy to discuss but no one at DPPS is  
permitted to help a senior who wants to transfer out with in any way. Feel free to refer angry kids or  
parents to me. But consider this non-negotiable.”

1 “Change the World,” in which students carry out a political or social work project under the  
2 guidance of a defendant Kathryn Bass and with input from other students.<sup>11</sup>

3 29. After Plaintiffs objected in early September to the coercive and ideological  
4 nature of the “Sociology of Change” class, DPAC Principal Adam Johnson informed  
5 Gabrielle Clark that the theoretical basis of the revamped “Sociology of Change” course is  
6 known as “intersectionality,” and is inspired by political activist, academic and “Critical Race  
7 Theory”<sup>12</sup> proponent Kimberlé Crenshaw, who is featured prominently in the course materials  
8 attached hereto. Defendants would later deny in a meeting with Plaintiff Gabrielle Clark that  
9 the class was infused with “Critical Race Theory.” Plaintiff William Clark’s first graded  
10 assignment for the class worth 10pts required him to reveal his racial, sexual, gender, sexual  
11 orientation, disabilities and religious identities. Plaintiff William Clark was required to submit  
12 his race, gender, sexual orientation, disabilities “if any” in a homework assignment due by  
13 September 21 and which was “graded for completion” for a total of 20pts. Upon information  
14 and belief such assignments continued at least until October of this year.

15 30. “Hello my wonderful social justice warriors!” Defendant Kathryn Bass greeted  
16 William Clark and his class on or about September 8th of this year.<sup>13</sup> Ms. Bass then requested  
17 each student to “label and identify” their gender, racial and religious identities as part of “an  
18 independent reflection” exercise which was graded. The next step was to determine if “that  
19 part of your identity have privilege or oppression attached to it.”<sup>14</sup> Privilege was defined as  
20 “the inherent belief in the inferiority of the oppressed group.”<sup>15</sup> The teacher’s material stated

21  
22 

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<sup>11</sup> A copy of the DPAC curriculum and syllabi is attached hereto as **Exhibit D**.

23 <sup>12</sup> Defendants’ class wears many hats, and defendants describe it in various ways, including  
24 “Intersectionality,” “Critical Race Theory” and “Sociology of Change.” Rather than disambiguating  
25 the various titles and characterizations, plaintiffs focus on the specific harms inflicted on them by  
defendants’ class programming.

26 <sup>13</sup> See **Ex. A** at page 30.

27 <sup>14</sup> *Id.* at page 11.

28 <sup>15</sup> *Id.* at page 2.

1 who qualified as oppressors, and who in virtue of their gender and race harbored “inherent  
2 belief in the inferiority” of others.<sup>16</sup> As a result, Kathryn Bass explicitly assigned moral  
3 attributes to pupils based on their race, gender, sexual orientation and religion. William Clark  
4 felt that if he had submitted to the terms of this exercise, he would have been in effect adopting  
5 and making public affirmations about his racial, sexual, gender identities and religious  
6 background that he believed to be false and which violated his moral convictions. He also did  
7 not wish to profess his identities on command in a non-private setting.

8 31. A “vocab reminder” visual graphic from the same class instructed participants  
9 that “oppression” is “malicious or unjust treatment or exercise of power.”<sup>17</sup> The lesson  
10 categorized certain racial and religious identities as inherently “oppressive,” singling these  
11 identities out in bold text, and instructed pupils including William Clark who fell into these  
12 categories to accept the label “oppressor” regardless of whether they disagreed with the  
13 pejorative characterization of their heritage, convictions and identities. The familial, racial,  
14 sexual, and religious identities that were officially singled out and characterized as  
15 “oppressive” were predetermined by Defendants’ class material from the outset, highlighted  
16 as such in bold text, antecedent to any discussion between student and teacher. Plaintiff  
17 William Clark could not bring himself to accept or affirm these labels, which he  
18 conscientiously believed were calumny against his self-identity and his family. What William  
19 Clark refused to do was to submit to racial, sexual, and religious labeling exercises carried out  
20 in a non-private setting which was coercive in its very nature and trafficked in intimate  
21 personal matters that are outside the legitimate scope of state-funded and controlled public  
22 education.

23 32. After Defendant Kathryn Bass directed William Clark and his fellows to “label  
24 and identify” their various identities, and place them in the designated “oppressive”  
25 categories, the next step was to “breakout” into groups to discuss with other pupils, asking

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27 <sup>16</sup> *Id.*

28 <sup>17</sup> *Id.* at page 23.

1 and answering accusatory personal questions, including “Were you surprised with the amount  
 2 of privilege or oppression that you have attached to your identities” and “How did this activity  
 3 make you feel.”<sup>18</sup> Those students who did not “feel comfortable or safe enough to do so,”  
 4 presumably those whose identities were oppressive, were permitted to refrain from divulging  
 5 the information to other students in their group, Defendant Kathryn. Bass assured them. [**Id.**]  
 6 However, discomfort was not relieved by Kathryn Bass’ offered dispensation, according to  
 7 William Clark. The pre-set structure of the class ensured that any pupil of a certain perceived  
 8 race, gender or sex who declined to participate only highlighted his status as an “oppressor”  
 9 who harbored inherent “privilege.” Pupils remained visible to one another in the classes that  
 10 were virtual, defendant Kimberly Wall said, their faces stacked around the teacher “like the  
 11 opening credits of the Brady Bunch,” as Ms. Wall would later describe it to Plaintiffs.  
 12 Defendants’ class presentation also stated that denial of these identity characterizations  
 13 amounts to unjust privilege “expressed as denial.”<sup>19</sup> Defendants’ class exercises forced upon  
 14 William Clark a deliberately designed, psychologically abusive dilemma: participate in the  
 15 exercise in violation of his conscience and be branded with a pejorative label; or  
 16 conscientiously refrain from participation, and suffer isolation from his classmates and be  
 17 maligned by the same labeling regardless.

18 33. The official, derogatory labeling included in the DPPS/DPAC curriculum  
 19 programming was not only based upon invidious racial distinctions, but also upon the basis of  
 20 religious, sexual, and gender discrimination. In addition to the “white” racial identity,  
 21 Defendants singled and assigned inherent moral attributes to pupils who fell into male,  
 22 heterosexual gender/sex identities and Christian religious categories, calling them intrinsically  
 23 oppressive, the materials defining “oppression” as “malicious or unjust” and “wrong.”<sup>20</sup>  
 24 Plaintiff William Clark was compelled to participate in public professions of his racial,

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25  
 26 <sup>18</sup> *Id.* at page 22.

27 <sup>19</sup> See **Exhibit A**, page 2.

28 <sup>20</sup> See **Exhibit A**, page 11.

1 religious, sexual, and gender identities, and would be labeled as an “oppressor” on these bases  
2 by Defendants. Plaintiff William Clark was obliged to profess himself complicit in  
3 “internalized privilege [which] includes acceptance of a belief in the inherent inferiority of  
4 the [corresponding] oppressed group” as well as supporting “the inherent superiority or  
5 normalcy of one’s own privileged group.” As a male, William Clark’s identities were  
6 “malicious and unjust” and “wrong” whether or not he was conscious of these alleged facts,  
7 and whether or not he was personally responsible for any acts or omissions<sup>21</sup>. By professing  
8 his sexuality at the teacher’s command, William Clark would in effect be submitting to these  
9 derogatory labels. William Clark and his fellow students were instructed that any denial of  
10 these characterizations itself amounts to unjust privilege “expressed as denial”<sup>22</sup>. Plaintiff  
11 William Clark’s female teacher instructed him that only members of the male sex were  
12 capable of committing “real life interpersonal oppression”, because “interpersonal sexism is  
13 what men to do women”<sup>23</sup>. This was not descriptive instruction, but compulsory, graded  
14 normative exercises in which Plaintiff William Clark was required to participate.

15         34. William Clark and his mixed-race family belong to many of the groups  
16 characterized as “oppressive” and “wrong” by Defendants. The assignment of these  
17 derogatory labels based upon racial, sexual, gender and religious upbringing created a hostile  
18 environment for Plaintiff William Clark, who for instance was raised according to Judeo-  
19 Christian precepts and traditions by his mother. Defendants’ curriculum programming and  
20 Kathryn Bass’ actions labeled Christianity as an example of an oppressive ideology and  
21 institution against which students should “fight back” and “unlearn.”<sup>24</sup>. The material makes  
22 explicit the “unlearning” is to take place in class, at the direction of the teacher. In fact, one  
23  
24

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25 <sup>21</sup> See **Exhibit A**, page 11.

26 <sup>22</sup> See **Exhibit A**, page 2.

27 <sup>23</sup> See **Exhibit A**, page 9.

28 <sup>24</sup> See **Exhibit A**, page 33.

1 slide that William Clark was exposed to states “We have a lot of unlearning to do.”<sup>25</sup>.  
2 Defendants’ exercises and class programming was normative, not descriptive, and aimed to  
3 foment in pupils an inward conversion regarding personal moral and spiritual convictions they  
4 brought with them to the classroom from their personal experiences and families.

5 35. Professing one’s racial, sexual and religious identities on command, and  
6 exposing those professions to the scrutiny of others, was a regular and official practice of the  
7 DPPS/DPAC “Sociology of Change” curriculum programming, which William Clark was  
8 required to perform repeatedly, and not just in the beginning classes. The terms of this practice  
9 were authored by DPPS, as DPPAC and DPPS Defendants informed Plaintiffs in a mid-  
10 November meeting. “On the Google Doc write down your individual identity,” Defendant  
11 Kathryn Bass directed Plaintiff William Clark and his classmates in one virtual online  
12 session.<sup>26</sup> “Fill out your identities again,” she reiterated. Individual identities to be written  
13 down and submitted for grading included:

14 Race/Ethnicity/Nationality: \_\_\_\_\_

15 Gender: \_\_\_\_\_

16 Socioeconomic Status: \_\_\_\_\_

17 Disabilities: \_\_\_\_\_

18 Religion: \_\_\_\_\_

19 Age: \_\_\_\_\_

20 Language: \_\_\_\_\_ [Id.]

21 36. The above assignment was graded and the assignment sheet included an  
22 asterisked caveat at the end: “This list is private! No one else will see it.” The assurance proved  
23 to be false, however, because the entry of identities was required to be submitted to the teacher,  
24 which she could see and muse over; and although students like Plaintiff William Clark did not  
25 know it, by entering their intimate personal information onto the student assignment Google

26 \_\_\_\_\_  
27 <sup>25</sup> See **Exhibit A**, page 35.

28 <sup>26</sup> See **Exhibit A**, page 34.

1 Doc database, it immediately became visible to all DPAC teachers and administrators and  
 2 remains so to this day, in contravention of the written privacy assurance Defendants gave to  
 3 Plaintiff William Clark and his fellow students, as Plaintiffs and counsel were later informed  
 4 by Defendants in a mid-November meeting. Defendants also conceded to Plaintiffs and  
 5 counsel in a mid-November meeting that school supervisors including Defendant Adam  
 6 Johnson could and would “tune in” to the classroom sessions unbeknownst to students like  
 7 Plaintiff William Clark, who were at the time in acute discomfort as their gender, race,  
 8 disabilities “if any”, and sex were being confessed, interrogated, and labeled on Zoom.

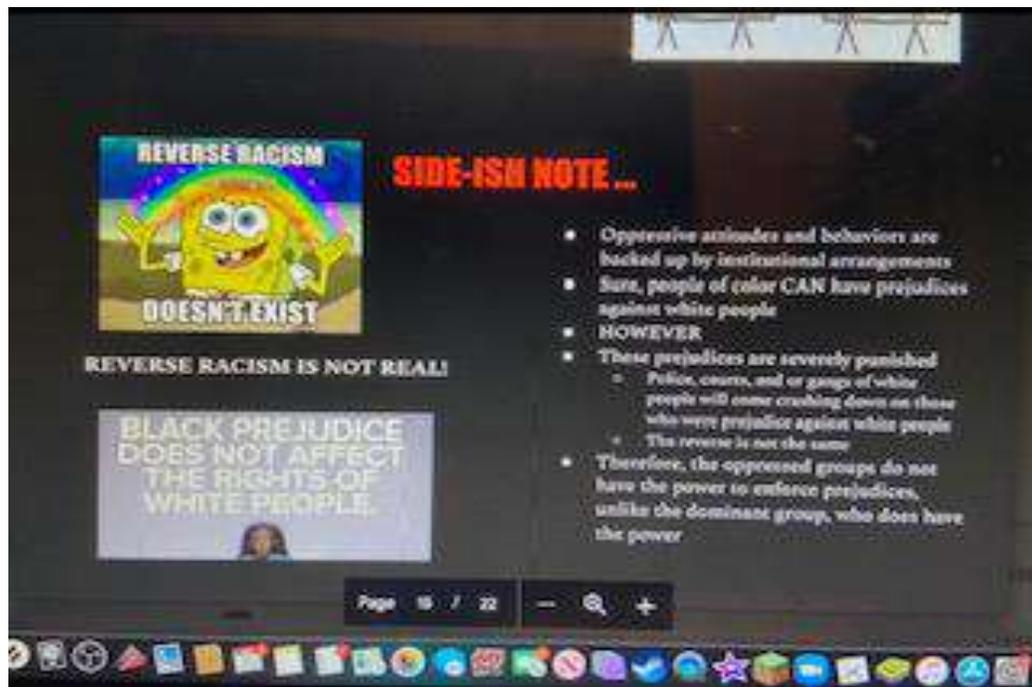
9 37. DPAC and DPPS Defendants including Kimberly Wall conceded in meetings  
 10 with Plaintiffs in mid-November and again in early December with counsel that required  
 11 exercises and graded homework assignments involving identity confessions as described  
 12 above indeed occurred. Defendants said in the mid-November meeting that revealing  
 13 identities was “encouraged.” Defendants including Kimberly Wall refused to assure Plaintiffs  
 14 that graded identity confession assignments or in class exercises would not occur again in  
 15 future “Sociology of Change” and “Change the World” classes that William Clark is required  
 16 to attend for graduation. Defendants’ current position by counsel is that they will not expunge  
 17 the failing grade they gave plaintiff William Clark or allow him to take an alternative class  
 18 but that he may partially repair his grade for last trimester’s “Sociology of Change” class if  
 19 he completes all the assignments, which would still not be full credit.

20 38. Defendants’ curriculum made attacks against the integrity of Plaintiff William  
 21 Clark and his mother’s family relationships. Families “reinforce racist / homophobic  
 22 prejudices,”<sup>27</sup>. William Clark’s deceased father was white, and he died when William was too  
 23 young to know him. The DPPS/DPAC teacher presentation material purports to supply  
 24 substantial information as to what sort of man he was, however, and what sort of relationship  
 25 he had with Plaintiff William Clark’s black mother. “Interpersonal racism is what white  
 26

27 <sup>27</sup> See **Exhibit A**, at page 36. Upon information and belief this position concerning families is in  
 28 keeping with DPPS and Natasha Trivers’ express, official, and public promotion of organizations that  
 promote the dismantling of “Western prescribed nuclear family structure.”

1 people do to people of color close up,” one “Sociology of Change” curriculum slide declares,  
 2 with examples including “beatings and harrasments.”<sup>28</sup> Defendants do admit that not all white  
 3 people may be guilty of individually performing such acts, but because white people belong  
 4 to a “dominant group,” invidious distinctions are justified: “*Some* people in the dominant  
 5 group are not consciously oppressive...Does this make it OK? No!”<sup>29</sup>.

6 39. With green eyes and blondish hair, Plaintiff William Clark is generally  
 7 regarded as white by his peers, and despite having a black mother, is so light skinned that he  
 8 is usually presumed “white” by all others. He is the only apparent white boy in his class, in  
 9 fact, and is regularly reminded of it. Still, the DPPS/DPAC “Sociology of Change” curriculum  
 10 programming which William Clark had to submit to says not to worry<sup>30</sup>:



23 And again:

24  
 25 <sup>28</sup> See **Exhibit A**, at page 9.

26 <sup>29</sup> See **Exhibit A**, at page 10.

27 <sup>30</sup> See **Exhibit A**, at pages 8, 24.



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40. The tendentious terms in which DPPS/DPAC’s mandatory “Sociology of Change” class was presented to Plaintiff William Clark and his classmates made rational classroom discussion virtually impossible, thus ensuring a hostile educational environment. Because Defendants’ programming predesignated guilt and innocence to individuals for racial, sexual, and gender injustice in the very terminology, it forced pupils to adopt these premises at the outset, frustrating good-faith deliberation between students and teacher.

41. It is therefore predictable that one of Plaintiff William Clark’s first “Sociology of Change” sessions at DPAC on or about September 10, 2020 erupted into racially charged tumult, and teacher Kathryn Bass terminated discussion when students, including William Clark, objected to her derogatory, race-based labeling. Her actions both intimidated him from speaking out in class further and was an official endorsement of an ideology he could not in conscience affirm. This class session was conducted in a virtual online Zoom forum, and Plaintiff Gabrielle Clark immediately complained about its disorder and intimidation to Defendant Adam Johnson, principal of DPAC. In a meeting with Plaintiffs DPPS and DPAC Defendants would neither confirm nor deny whether they generated a report regarding the incident. This initial online incident and sitting through classes described above traumatized William Clark, discouraged and chilled his speech, and he did not want to participate further.

1 His mother also did not want him to participate further, and told Defendants repeatedly,  
2 complaining specifically of the coercive identity revelations and the subsequent hostile  
3 environment Defendants were fostering.

4 42. Defendants informed Plaintiff William Clark that he must return to and  
5 complete the “Sociology of Change” class, or he would not be permitted to graduate from  
6 high school. Plaintiffs spoke with school officials on multiple occasions from September to  
7 the present to express their conscientious objection to the programming of the class and assert  
8 their rights to abstain from participating in a class that was coercive, invasive and  
9 discriminatory. But the response from increasingly higher levels DPAC and DPPS officials  
10 was the same: don’t participate, don’t graduate.

11 43. Plaintiff Gabrielle Clark spoke with DPAC Principal Adam Johnson on or  
12 about September 15, 2020 to discuss her and Plaintiff William Clark’s concerns about the  
13 abusive and discriminatory nature of DPAC/DPPS’ “Sociology of Change” class taught by  
14 Defendant Kathryn Bass, as well as the identity confessions and labeling, which Defendants  
15 in a mid-November meeting would concede was “encouraged.” Defendant Adam Johnson,  
16 DPAC principal and Democracy Prep Nevada LLC Executive Director, dismissed Plaintiffs’  
17 concerns, instead delivering a lecture on the virtues of “intersectionality” theory that inspired  
18 the class, and should inspire them. He denied the class had anything to do with “Critical Race  
19 Theory.” He told Plaintiffs that the course was required for graduation and he would not allow  
20 William to opt out of participation.

21 44. On September 16, 2020 Plaintiff Gabrielle Clark appealed in a written email  
22 to DPAC School Board Chair Joseph Morgan, copying Principal Adam Johnson and DPPS  
23 superintendent Kimberly Wall. “My son is the only white student in this class, as far as we  
24 can tell. This teacher is blatantly justifying racism against white people thereby putting my  
25 son in emotional, psychological, and physical danger. This is not ok. Something needs to be  
26 done to remedy this situation immediately.” She asked to be contacted immediately in order  
27 to discuss a workable solution.

28

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1 45. On September 17, DPAC School Board Chair and Defendant Joseph Morgan  
2 replied without any solution or offer of dialogue, instead laying out in an email a four-tier  
3 bureaucratic process through which Plaintiffs William and Gabrielle Clark would be required  
4 to process any complaints. Defendant Joseph Morgan was included in nearly every stage of  
5 negotiations for accommodation in correspondence and telephonic meetings with Plaintiffs.  
6 Upon information and belief he and the DPAC School Board he chairs screened and approved  
7 the curriculum programming at issue, and took no corrective action when complaints were  
8 raised.

9 46. In a signed letter dated September 17, 2020, DPAC Principal Adam Johnson  
10 wrote to Plaintiff Gabrielle Clark that “[a]fter reviewing the documents from Ms. Bass, the  
11 course syllabus, and hearing your concerns, I have determined that the Sociology of Change  
12 course is still a valuable learning experience for William (and his classmates) and will  
13 continue to be a required course for graduation.”<sup>31</sup>.

14 47. Again, on October 12, 2020, DPAC Principal Adam Johnson sent an email to  
15 Gabrielle Clark in response to her and William’s complaints about the discriminatory identity  
16 labeling, stating “I know you have disagreements with some of the information shared in the  
17 Sociology of Change course, however, as I mentioned the course is required for graduation.”  
18 On the same day Gabrielle Clark responded “William will not be attending Sociology of  
19 Change. The class violates his civil rights. Retaliation with threats to his graduating is also a  
20 violation of his civil rights. If you’d like to discuss an alternative to this class, I am available  
21 anytime.”

22 48. On October 19, 2020 Plaintiff Gabrielle Clark speaking for herself and William  
23 Clark sent an email to Defendants Joseph Morgan, DPPS assistant superintendent Kimberly  
24 Wall and DPAC principal Adam Johnson stating “William Clark will not be participating in  
25 any type of Critical Race Theory class. This includes but isn’t limited to Sociology of Change.  
26 It’s a direct violation of his civil rights. Mr. Adam Johnson has threatened retaliation by  
27

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28 <sup>31</sup> See *Johnson Letter*, **Exhibit E**.

1 preventing William from graduating unless he submits to having his civil right violated. This  
2 is unacceptable.”

3 49. Perhaps sensing that litigation might be looming, DPAC Principal and  
4 Executive Director Adam Johnson on October 19, 2020 moderated his position: he wrote that  
5 Plaintiff William Clark could not go and not do the assigned work if he chooses, and fail and  
6 be ineligible for graduation. Or he could complete a “minimum” of the exercises and  
7 assignments, and then receive a grade of a C minus, the school’s lowest passing grade, which  
8 might disqualify him from being considered for admission to his preferred colleges of NYU  
9 and Berkeley School of Music, but at least it would not be a failing grade. Or William could  
10 participate fully in the “Sociology of Change” class, pass with flying colors and face no grade  
11 penalization. These condescending offers, both coercive and retaliatory against  
12 constitutionally protected speech and behavior, again forced Plaintiffs to choose between  
13 fidelity to conscience and their right to a public education. Defendants to this day offer no  
14 accommodation that does not include grade penalization.

15 50. On October 29, 2020, Plaintiff Gabrielle Clark requested by email from  
16 Defendants Kimberly Wall, Joseph Morgan and Adam Johnson, “I would like a course  
17 syllabus, assignment materials, and a detailed description of options that are being considered.  
18 I need those things in order to access how to move forward amicably. On another note, I have  
19 asked for William’s last year’s report card. We’re trying to get ready for college, as this is  
20 William’s senior year.” As happened time and again, Plaintiffs received instead from  
21 Defendant Kimberly Wall only a wholesome and vague “Sociology of Change” course  
22 syllabus that disguised the true nature of the class evident in the actual materials used on a  
23 day-to-day basis with student<sup>32</sup>. No future “assignment materials” or other class literature was  
24 provided, no “detailed description of options.” Extant course materials at issue appear to have  
25 been recently edited by Defendants. To this day Defendants offer no accommodation  
26 “options” beyond participating fully in the class or penalization, and Defendants refused to

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27  
28 <sup>32</sup> See **Exhibit D.**

1 assure Plaintiffs and their attorney in mid-November and early December meetings that  
2 identity confessions, derogatory labeling and “unlearning sessions” are not a part of the  
3 remainder of either the “Sociology of Change” or “Change the World” project class.

4 51. On November 16, Plaintiffs’ counsel sent a letter to Defendants Kimberly  
5 Wall, Adam Johnson, and Joseph Morgan seeking accommodation and informing them that  
6 their actions were illegal<sup>33</sup>. After two meetings in November and December and in  
7 correspondence between Defendants and Plaintiffs’ counsel, Defendants have offered no  
8 reasonable accommodation, have refused accommodations proffered, have refused to remove  
9 or change the failing grade without grade penalizations and returning to and completing the  
10 invasive, derogatory coursework at issue.

11 52. Defendants’ intolerance of Plaintiffs William and Gabrielle Clark’s principled  
12 objections to the “Sociology of Change” and Defendants’ refusal to reach reasonable  
13 accommodation is aggressively dismissive of protected speech and behavior. Accommodation  
14 with an alternative class, a virtual class at a local community college, an extra credit  
15 assignment all have been proposed by Plaintiffs and declined by Defendants. The refusal of  
16 any reasonable accommodation to Plaintiff William Clark’s conscientious objection  
17 contradicts explicit public statements by DPPS and Superintendent and CEO Natasha Trivers,  
18 who both have encouraged students “to use their voice to stand up for what is right, even if  
19 that means pushing back against a school policy, occupying a cafeteria, or staging a walkout”  
20 in online posts on March 30, 2020 from the school’s corporate and Ms. Triver’s personal  
21 Twitter.com social media accounts:

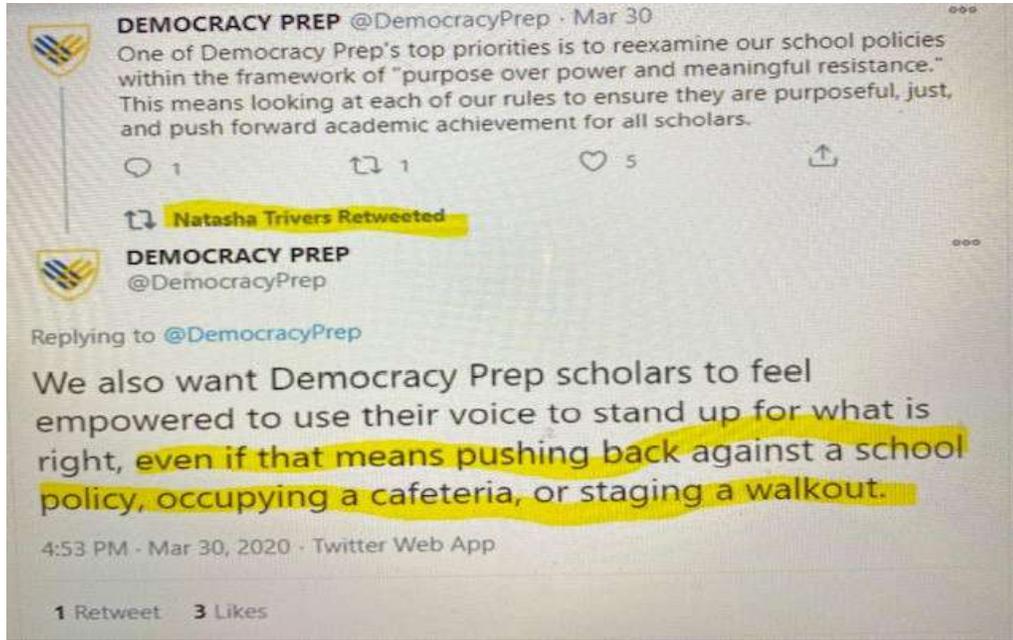
22 ...  
23 ...  
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28 <sup>33</sup> See Counsel Letter #1, Ex. F.

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53. Offering no reasonable accommodation, Defendants followed through on their threats of retaliation and gave Plaintiff William Clark a D- for the “Sociology of Change” class, which by DPPS standards is failing. As Clark County was headed towards renewed Covid-19 lockdowns right before Thanksgiving, Defendant Adam Johnson delivered the news personally with an email to Plaintiffs Gabrielle and William Clark on November 20, 2020, copying Defendant Kimberly Wall. The assignment of a D- grade for the “Sociology of Change” class taught and graded by Defendant Kathryn Bass is a contravention of DPAC’s official school handbook, and is intended as a malicious slight by Defendants against Plaintiffs specifically designed to harm Plaintiff William Clark’s academic and professional career after high school. According to the DPAC handbook, “Democracy Prep does not give Ds. We are aware that the lowest grade most colleges and universities will accept for entry is a C-. Because our mission is to send every DPPS scholar to the best colleges and universities, we align our grading practices with these standards.”<sup>34</sup> In retaliating against Plaintiff William Clark for his protected speech, Defendants violated their own standards.

54. As a senior, William Clark is now at work on his FAFSA application for colleges and is plying away at his other DPAC classes, despite the fear and loss of trust of in

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<sup>34</sup> See **Exhibit C.**

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1 school officials resulting from this ordeal. His best subject is pre-calculus at the moment and  
2 he works at a fast-food restaurant most evenings to support his family. Plaintiff William Clark  
3 has suffered severe mental and emotional distress as a result of Defendants’ actions and the  
4 hostile environment created by their official actions, all of which has negatively impacted his  
5 academic performance, personal relationships and future professional and academic  
6 prospects. He is in therapy addressing these harms as well as the ongoing harassment and  
7 discrimination that is being inflicted on him by Defendants under the guise of “civics.”  
8 Plaintiffs are unmoved by individual Defendants’ professed intentions to “change the world”;  
9 Plaintiff William Clark is at present living in fear of Defendants and reasonably anticipates  
10 further retaliation. His fears have been confirmed. Upon information and belief Defendants  
11 again blatantly retaliated against Plaintiffs and suspended William Clark on December 16,  
12 2020, falsely accusing him of “racism” to preempt any further self-assertion from Plaintiffs.

13 55. Plaintiff Gabrielle Clark is also personally suffering from the shock, anxiety,  
14 and guilt associated with having entrusted her son to adult custodians who have set upon  
15 “unlearning” the Judeo-Christian values she imparted to her son, and from exposing him to  
16 derogatory labeling and discrimination and retaliation on the basis of his perceived race,  
17 sexuality and gender. She has suffered severe emotional distress as a result and is now  
18 experiencing consequent heart palpitations, weight gain and insomnia. She has watched  
19 helplessly as Defendants doubled down again and again on their coercive ideological policy  
20 towards her son, threatening his graduation and academic and professional future.

21 **COUNT I**

22 **VIOLATION OF THE FIRSTAMENDMENT TO THE U.S. CONSTITUTION**  
23 **(42 U.S.C. § 1983) (Freedom of Speech: Compelled Speech & Retaliation)**

24 56. Plaintiffs incorporate all of the above paragraphs as though fully set forth  
25 herein.

26 57. The First Amendment provides: “Congress shall make no law ... abridging the  
27 freedom of speech, or of the press; or the right of the people peaceably to assemble, and to  
28

1 petition the Government for a redress of grievances.”<sup>35</sup>

2 58. The United States Supreme Court has held with respect to public schools that  
3 “[i]f there is any fixed star in our constitutional constellation, it is that no official, high or  
4 petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters  
5 of opinion or force citizens to confess by word or act their faith therein.” *W. Va. Bd. of Educ.*  
6 *v. Barnette*, 319 U.S. 624, 642 (1943). Defendants thus possess a duty to Plaintiff William  
7 Clark to honor his protected First Amendment right. Defendants violated that duty, and their  
8 unlawful actions are ongoing.

9 59. Defendants repeatedly compelled Plaintiff William Clark’s speech.  
10 Defendants compelled William Clark to proclaim in class and in assignments his race, color,  
11 sex, gender and religious identities for which he in turn would receive official, derogatory  
12 labels. Defendants predetermined programming required Plaintiff to accept and affirm that  
13 “privilege” and “oppressor” as officially defined by Defendants attached to himself in virtue  
14 of his professed identities, and then to reflect and interrogate on this in a non-private setting  
15 within preset, ideologically loaded parameters set by Defendants.

16 60. These unlawful actions were done with the specific intent to deprive Plaintiff  
17 William Clark of his right to free speech, which Defendants do not value.

18 61. Defendants and their employees and agents intended to violate Plaintiff  
19 William Clark’s right to free speech, and deliberately invade the sphere of intellect and spirit  
20 which it is the purpose of the First Amendment to our Constitution to reserve from all official  
21 control. *See West Virginia State Board of Education v. Barnette*, 319 U.S. 624.

22 62. Defendants were deliberately indifferent to the consequences of their unlawful  
23 actions, actions which are overtly custom and practice for Defendant DPAC and DPPS, who  
24 authored and orchestrated curriculum programming at issue which was then approved and  
25 enforced in the face of Plaintiffs’ objections by Defendants School Board and its Chair Joseph  
26 Morgan.

27  
28 <sup>35</sup> *See U.S. Const. Amend. I.*

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1           63. Defendants Kathryn Bass, Adam Johnson, Kimberly Wall, Joseph Morgan and  
 2 Natasha Trivers’ actions including malicious, coordinated retaliation for Plaintiff William  
 3 Clark’s protected behavior were motivated by an animus for Plaintiff William Clark’s come-  
 4 uppance given his perceived race, color, gender and sexuality, disfavored identities which  
 5 Defendants explicitly and openly disparage and mock. Defendants ruined Plaintiff’s good  
 6 college prospects built on prior years’ hard work and good grades. Defendants show no  
 7 intention of altering their program of compelled speech in the future. Plaintiff seeks damages,  
 8 including punitive damages, against them.

9           64. As a direct and proximate consequence of Defendants’ unlawful acts, Plaintiff  
 10 William Clark has and continues to suffer damages for loss of his First Amendment rights, for  
 11 pain and suffering, emotional distress, and damage to his academic and professional future  
 12 and reputation.

13           65. Absent an injunction, Plaintiff William Clark will suffer irreparable harm  
 14 because he will be denied a high school diploma, suffer further damage to his academic record,  
 15 and he will not go to college. At present he is being compelled to return to and participate in  
 16 Defendants’ unlawful activity, and he continues to suffer emotional distress and  
 17 discrimination in the face of it.

**COUNT II**

**VIOLATION OF THE FIRSTAMENDMENT TO THE U.S CONSTITUTION  
(42 U.S.C. § 1983) (Freedom of Speech: Association, Viewpoint Discrimination &  
Retaliation)**

22           66. Plaintiffs incorporate all of the above paragraphs as though fully set forth  
 23 herein.

24           67. On or about September 10, 2020, Defendant Kathryn Bass terminated class  
 25 discussion when students, including Plaintiff William Clark, objected to a PowerPoint slide  
 26 she showed in Defendants’ “Sociology of Change Class” stating that “Reverse Racism  
 27 Doesn’t Exist” and “Black Prejudice Does Not Affect the Rights of White People.” Plaintiff  
 28 William Clark’s stated objections was that everyone can be racist, that prejudice anywhere

1 from anyone can harm others. For this protected speech and others like it, Defendant Kathryn  
2 Bass terminated class discussion immediately with the intent to chill and discourage future  
3 objections to Defendants’ sponsored politicized ideology.

4 68. Defendants Kathryn Bass’s actions, and the subsequent coordinated efforts  
5 from Defendants to punish and fail Plaintiff William Clark, was intended to chill protected  
6 speech that Defendants did not themselves share concerning their ideologically loaded  
7 program concerning race, gender, sexuality and religion.

8 69. Defendant Kathryn Bass, who was not adequately trained by Defendants,  
9 instructed Plaintiff William Clark and other that denial of “privilege” which she attached to  
10 their identities was itself “privilege,” and defined “privilege” in a non-descriptive, normative  
11 and derogatory manner. Defendant Kathryn Bass thus created a coercive environment where  
12 any objection from Plaintiff William Clark was and would be officially labeled pejoratively.  
13 Defendants’ program was intended to and did chill and discourage Plaintiff William Clark’s  
14 speech.

15 70. Defendants, their agents and employees threatened and punished Plaintiff  
16 William Clark’s objection to entering into and participating in the above politicized program  
17 and did so due to his perceived race, color, sex and gender. Defendants’ punishing demand  
18 that he return to the psychologically abusive, politicized exercises where he must confess and  
19 submit to official, pejorative labeling violates his right to free association and assembly.  
20 Failing and threatening his graduation from high school is unlawful retaliation that itself  
21 amounts to viewpoint discrimination.

22 71. As a direct and proximate consequence of these ongoing unlawful acts,  
23 Plaintiff William Clark has and continues to suffer damages for loss of First Amendment  
24 rights, for pain and suffering, emotional distress, and damages to his academic and  
25 professional future and reputation.

26 72. Absent an injunction, Plaintiff William Clark will suffer irreparable harm  
27 because he will be denied a high school diploma, suffer further damage to his academic record,  
28 and will not go to college; he will be compelled to return to and participate in Defendants’

1 unlawful activity, and continue to suffer emotional distress and discrimination in the face of  
2 it.

3 **COUNT III**

4 **VIOLATION OF THE FIFTH & FOURTEENTH AMENDMENT**  
5 **(42 U.S.C. § 1983) (Due Process: Invasion of Privacy & Equal Protection)**

6 73. Plaintiffs incorporate all of the above paragraphs as though fully set forth  
7 herein.

8 74. Under the Fourteenth Amendment of the United States Constitution, the  
9 Government may not “deprive any person of life, liberty, or property, without due process of  
10 law.” U.S. Const. Amend. I.

11 75. Defendants and their employees and agents owed duty under the due process  
12 clause of the Fourteenth Amendment’s Plaintiff William Clark’s privacy.

13 76. Defendants violated Plaintiff William Clark’s substantive due process right to  
14 privacy.

15 77. Despite Defendants’ assurances to Plaintiff William Clark and other students,  
16 Defendant Kathryn Bass’ confessional exercises were not in fact private or limited to the  
17 herself and classroom participants. DPPS and DPAC Defendants conceded to Plaintiffs and  
18 counsel in a mid-November meeting that school supervisors including Defendant Adam  
19 Johnson could and would “tune in” to the classroom sessions unbeknownst to students like  
20 Plaintiff William Clark, who were at the time in acute discomfort as their gender, race,  
21 disabilities “if any” and sex were being confessed, interrogated and labeled.

22 78. The same is true for the written, graded assignments requesting identity  
23 divulgence submitted to Defendant Kathryn Bass on a database which in fact was visible to  
24 all other DPAC teachers and supervisors, despite Defendant Kathryn Bass’ explicit and  
25 written assurances in Defendants’ course material that submissions would be private.

26 79. Defendants’ program of directing and requiring students to reveal, “unlearn”  
27 and interrogate intimate matters relating to gender, sex, race, color and religious identities for  
28 the service of an ideological, politically non-neutral purposes violate Plaintiff’s William

1 Clark’s right to privacy and is official intrusion upon seclusion. This curriculum programming  
2 was screened and approved by Defendants DPAC School Board and SPSCA.

3 80. Defendants’ unlawful actions are ongoing, intentional violations of Plaintiff  
4 William Clark’s protected right to privacy that serve no reasonable state or educational interest  
5 and yet to express policy of Defendants DPPS.

6 81. Defendants Kathryn Bass, Adam Johnson, Joseph Morgan, Kimberly Wall and  
7 Natasha Trivers in their individual and official capacities continue to violate Plaintiff William  
8 Clark’s right to privacy and have threatened and retaliated against him on the basis of his  
9 perceived race, color, gender, sex and religious background.

10 82. The Equal Protection component of Due Process Clause guarantees persons  
11 the equal protection of the laws and prohibits the government from treating persons  
12 differently—on the basis of their race, religion, national origin, or alienage—than similarly  
13 situated individuals.

14 83. Defendants Katheryn Bass and the curriculum programming promoted by  
15 Defendants Natasha Trivers, Kimberly Wall, Joseph Morgan and Adam Johnson label some  
16 school age students, but not others, as “oppressors,” a condition which is “malicious and  
17 unjust” and “wrong,” solely in virtue of their racial, religious and sexual identity. Plaintiff  
18 William Clark was so labeled by his teacher for his gender, religious affiliation and perceived  
19 race, while other students were not. Because of his apparent race and color—unique in his  
20 class—Defendants gave Plaintiff William Clark more work to do, more “unlearning,” more  
21 self-interrogation on view to other students similarly situated. This curriculum programming  
22 was screened and approved by Defendants SPSCA and DPAC School Board, and generated  
23 and promoted by DPPS and Defendant Natasha Trivers.

24 84. When Plaintiff William Clark wished to absent himself from the harm-  
25 inducing process and seek accommodation, Defendants Kathryn Bass, Adam Johnson,  
26 Kimberly Wall, Joseph Morgan and Natasha Trivers retaliated by threatening and penalizing  
27 him, despite publicly encouraging other students to do exactly what Plaintiff William Clark is  
28 doing now: “to use their voice to stand up for what is right, even if that means pushing back

1 against a school policy.” These Defendants show no intention of changing their behavior and  
2 acted on an animus for Plaintiff William Clark’s perceived race, gender, and sex, and Plaintiffs  
3 seek damages including punitive damages against them. Defendants regarded Plaintiff  
4 William Clark’s conscientious objection as a right and privilege not reserved for him on  
5 account of his perceived race, color, sex, and gender, and would have accommodated and not  
6 have retaliated against a similarly situated student of different perceived race, color, sex and  
7 gender that Defendants explicitly favor.

8 85. Defendants’ direct actions, and implicit condoning of a plan to fail and frustrate  
9 Plaintiff William Clark, and ransom his high school diploma, effectively forecloses his  
10 chances at a good college education. Plaintiff William Clark has a right to a public high school  
11 degree and college education, and Defendants’ efforts to undermine that right because of  
12 animus for his perceived race, gender and religious background is a violation of William  
13 Clark’s Due Process and Equal Protection Rights.

14 86. As a direct and proximate consequence of these ongoing unlawful acts,  
15 Plaintiff William Clark has and continues to suffer damages for loss of First Amendment  
16 rights, for pain and suffering, emotional distress, and damages to his academic and  
17 professional future and reputation.

18 87. Absent an injunction, Plaintiff William Clark will suffer irreparable harm  
19 because he will be denied a high school diploma, suffer further damage to his academic record,  
20 and will not go to college; he will be compelled to return to and participate in Defendants’  
21 unlawful activity, and continue to suffer emotional distress and discrimination in the face of  
22 it.

23 **COUNT IV**

24 **VIOLATION OF THE FIRST & FOURTEENTH AMENDMENT**  
25 **(42 U.S.C. § 1983) (Substantive Due Process: Establishment Clause, Family Integrity & Retaliation)**

26 88. Plaintiffs incorporate the allegations and averments contained in paragraphs 1  
27 through 73 as if fully set forth herein.  
28

1           89.     The Due Process Clause of the Fourteenth Amendment prohibits states from  
 2 depriving individuals of "life, liberty, or property without due process of law." The Supreme  
 3 Court has expanded individual rights in personal matters to include parental rights and family  
 4 integrity. *See Meyer v. Nebraska*, 262 U.S. 390, 401-02 (1923) (finding the protection of  
 5 parental autonomy linked to the American culture's placement of childrearing responsibility  
 6 on parents rather than the community and includes the "power of parents to control the  
 7 education of their own.").

8           90.     Plaintiff Gabrielle Clark, mother of William Clark, brings suit on her own  
 9 behalf against Defendants and claims violation of the Establishment Clause and her  
 10 substantive due process right to Family Integrity. Defendant Kathryn Bass explicitly  
 11 expressed an animus towards the family structure as such which she claimed in exhibited  
 12 course materials to be responsible for perpetuating "bigotry and homophobia." Bass then took  
 13 the further step of repeatedly instructing Plaintiff Gabrielle Clark's son to "unlearn" and "fight  
 14 back" against the principles Plaintiff Gabrielle Clark imparted to him throughout his  
 15 childhood, including the Christian precepts that all are equal before the eyes of God and should  
 16 be judged by their actions and character rather than attributes beyond their control, including  
 17 color, race, gender and sex. This extra step of "unlearning" and thought reform is non-neutral  
 18 and burdens religion, and knowing this, DPAC and DPPS endeavored to keep exercises and  
 19 assignments hidden from parents like Plaintiff Gabrielle Clark, who are supplied with generic  
 20 syllabi and course descriptions upon inquiry. The politicized "unlearning" of family  
 21 influence, disguised from parents in deceptive course descriptions and syllabi, is mandatory  
 22 and graded. This coercive program was generated and promoted by Defendants DPPS and  
 23 Natasha Trivers, implemented by Defendant Kathryn Bass, and the campaign of coercing  
 24 participation directly carried out by Defendants Kimberly Wall, Joseph Morgan, and Adam  
 25 Johnson. Defendants' position to this day is that Plaintiff William Clark must either return to  
 26 Defendant Kathryn Bass' class without any accommodating change to the class content or  
 27 programming or he will not graduate.

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1 91. Parents have a right to guide and direct the upbringing of their children, and  
2 courts have honored and upheld this right. *Troxel v. Granville*, 530 U.S. 57, 66 (2000)  
3 (O’Connor, J., plurality). Defendants Kathryn Bass and Adam Johnson personally coerced  
4 Plaintiff Gabrielle Clark’s son to change the fundamental beliefs imparted to him by his family  
5 in order to convert those beliefs to a preapproved set of beliefs by methods that make clear  
6 that in certain areas of ideology and belief, dissent or deviance is not acceptable. Defendant  
7 Kathryn Bass violated and sought to undermine this right, and her deliberate program of  
8 discouraging family integrity through thought reform and “unlearning” was both endorsed  
9 and abetted by her superiors Defendants Adam Johnson, Kimberly Wall, Joseph Morgan, and  
10 Natasha Trivers, all of whom coordinated punishing action against Plaintiff Gabrielle Clark  
11 and her son when she began asking too many questions and Plaintiff William Clark stopped  
12 participating in the mandatory, confessional “unlearning” which now amounts to custom and  
13 policy for DPPS, DPAC and the DPAC School Board.

14 92. Plaintiff Gabrielle Clark seeks damages and injunctive relief as Defendants  
15 continue to coerce her son into associating and participating in the above class programs, a  
16 requirement which serves no legitimate state interest and is an unreasonable intrusion into the  
17 traditional parent-child relationship.

**COUNT V**

**Title VI Violation of 42 U.S.C. § 2000d et seq.  
(Intentional and Retaliatory Discrimination on The Basis Of Color, Race and Religion  
against Authority, DPAC, DPPS and Defendants in their individual capacity)**

22 93. Plaintiffs incorporate the allegations and averments contained in paragraphs 1  
23 through 58 as if fully set forth herein.

24 94. Defendants SPSCA, DPAC School Board, DPPS, DPAC, Democracy Prep  
25 Nevada and Democracy Prep Public Schools Inc. are recipients of federal funds, and  
26 Defendants harassed and discriminated against Plaintiffs on the basis of actual and perceived  
27 race, sex and religion in violation of Title VI of the Civil Rights Act of 1964, 42 U.S.C. §  
28 2000d, et seq. by intentionally supporting, promoting and implementing a curriculum

1 programming, including but not limited to the “Sociology of Change” class, with knowledge  
2 of its discriminatory content and application, which has created a hostile educational  
3 environment for those students who are actually or perceived white, biracial, male and of a  
4 Christian heritage. Defendants’ behavior treated Plaintiff William Clark differently than other  
5 students on account of his racial, sexual, and religious identities. Title VI is privately  
6 enforceable.

7 95. The courts have followed a broad interpretation by ruling that a local  
8 educational agency for purposes of Title VI and IX includes school boards, their members,  
9 and agents of such boards. *Meyers v. Board of Education of the San Juan School District*, 905  
10 F. Supp. 1544 (D. Utah 1995) (34); *Horner*, supra, 43 F.3d at 272 (Title IX case); see also  
11 *Young* by and through *Young v. Montgomery County (AL) Board of Education*, 922 F. Supp.  
12 544 (M.D. Al. 1996).

13 96. Discriminatory conduct based on perceived race, gender, sex and religious  
14 heritage from Defendants include failing him and coercing him to submit to the discriminatory  
15 exercises in class. Defendants Natasha Trivers and DPPS publicly announced they encourage  
16 students to push back against “school policy” they object to on principle; Defendants departed  
17 from this stated policy with respect to Plaintiff William Clark because of his perceived race,  
18 color, sex, gender and religious background which Defendants explicitly disfavor. Defendant  
19 Adam Johnson followed through on his threats personally delivered the report card with a  
20 failing grade that contravened Defendants’ own grading policy. Defendant Katherine Bass  
21 failed William Clark in accordance with Executive Director and Principal Adam Johnson’s  
22 retaliatory threats. Defendants Kimberly Wall and Natasha Trivers at DPPS in the New York  
23 headquarters, oversaw and coordinated the above for three months, and refused to reasonably  
24 accommodate Plaintiffs at the direction of Defendant Natasha Trivers, who designed,  
25 promoted and implemented the coercive, invasive and discriminatory curriculum program.  
26 All of the above was manifestly intentional discrimination and disparate treatment based on  
27 Plaintiff William Clark’s perceived race and color, resulting in disparate impact and effects.

1 97. Discrimination that violates the Equal Protection Clause of the Fourteenth  
2 Amendment of the United States Constitution constitutes a violation of Title VI when  
3 committed by any institution, entity or person that accepts federal funds.

4 98. In virtue of Plaintiff William Clark’s perceived racial identity, Defendants’  
5 programming required him to work more strenuously than other students of different  
6 backgrounds: he had more “unlearning” to do, more discomfort and self-interrogation to  
7 experience in class on account of his perceived race and color which is visibly different than  
8 his classmates. When Defendants Adam Johnson, Joseph Morgan, Kimberly Wall learned of  
9 his objection to this, they set about threatening and punishing rather than accommodating him,  
10 demonstrating actual animus towards Plaintiff William Clark on account of his perceived race  
11 for not confessing and interrogating his officially disapproved of identities and failing to  
12 submit to derogatory, racist labeling by school officials.

13 99. Plaintiffs have been and will continue to be injured by Defendants’ unlawful  
14 and discriminatory actions, which resulted in emotional distress, trauma, and included overt  
15 retaliation described in detail above, and Plaintiffs are entitled to compensatory and punitive  
16 damages.

17 100. Plaintiffs are entitled to declaratory judgment, pursuant to 28 U.S.C. §2201,  
18 and a temporary and permanent injunction pursuant to Rule 65 because there is no plain,  
19 adequate or speedy remedy at law to restore Plaintiff William Clark’s academic standing and  
20 prevent Defendants from continuing to practice and promote the aforementioned actions that  
21 discriminate on the basis of race, religion, gender and sexuality in violation of Title VI of the  
22 Civil Rights Act of 1964 and because the harm Plaintiffs’ members will otherwise continue  
23 to suffer is irreparable.

24 **COUNT VI**

25 **(Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq.)**

26 101. Defendants including the various Defendants in their individual capacity,  
27 violated Title IX in their deliberate indifference and active promotion of the ongoing abuse  
28 and harassment Plaintiff William Clark endured in DPAC’s “Sociology of Change” class.

1 102. Title IX protects Plaintiffs from sex discrimination when they are engaged in  
 2 education programs and activities that receive federal financial assistance. Among the types  
 3 of sex discrimination that Title IX expressly prohibits is intentional sexual harassment. Title  
 4 IX gives individuals a private right of action to bring a lawsuit for injunctive or monetary  
 5 relief.

6 103. After being repeatedly directed to divulge his sexual and gender identities,  
 7 school officials as custom and policy and in direct acts described above publicly labeled,  
 8 repeatedly categorized and stereotyped Plaintiff William Clarks' sexual and gender identities  
 9 in a deliberately pejorative and offensive manner. Plaintiff William Clark was compelled to  
 10 participate in this process of publicly professing identity, receiving in turn derogatory  
 11 designation of "oppressor" on the basis of his sex and gender identities. This included inherent  
 12 "internalized privilege [which] includes acceptance of a belief in the inherent inferiority of  
 13 the [corresponding] oppressed group" as well as the "the inherent superiority or normalcy of  
 14 one's own privileged group." This is a condition inherent to Plaintiff's sex and gender which  
 15 is "malicious and unjust" and "wrong" whether conscious or not<sup>36</sup>. Denial of these qualities  
 16 inherent to Plaintiff's sex and gender is itself privilege "expressed as denial."<sup>37</sup> Only  
 17 Plaintiff's sex can commit "real life interpersonal oppression", Plaintiff's female teacher told  
 18 him, since "interpersonal sexism is what men do to women."<sup>38</sup>. Plaintiffs were harmed by  
 19 Defendants behavior.

## COUNT VII

### (Breach of Contract)

22 104. Plaintiffs incorporate the allegations and averments contained in paragraphs 1  
 23 through 85 as if fully set forth herein.

---

26 <sup>36</sup> See **Exhibit A**, page 11.

27 <sup>37</sup> See **Exhibit A**, page 2.

28 <sup>38</sup> See **Exhibit A**, page 9.



2. A preliminary order pursuant to Rule 65 directing Defendants to remove and expunge from the Plaintiff William Clark’s academic record the D- grade at issue;

3. For a temporary restraining order, preliminary and permanent injunction, enjoining and restraining Defendants from engaging in the policies, practices and conduct complained of herein, enjoining Defendants, its officials, agents, employees, and all persons acting in concert or participating with them from implementing or enforcing compulsory, graded identity confessions and derogatory labeling;

4. A declaratory judgment, pursuant to the Declaratory Judgment Act, 28 U.S.C. § 2201, 42 U.S.C. § 1983 from the Court that requiring students to reveal racial, sexual, gender and religious identities in a public-school classroom and graded assignments is unconstitutional compelled speech and invasion of privacy;

5. A declaratory judgment, pursuant to the Declaratory Judgment Act, 28 U.S.C. § 2201, from the Court that Defendants above- described curriculum programming and retaliatory acts violate Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.;

6. A declaratory judgment, pursuant to the Declaratory Judgment Act, 28 U.S.C. § 2201, from the Court that Defendants above- described actions and curriculum, violate the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution, 42 U.S.C. § 1983;

7. A declaratory judgment from the Court that Defendants’ actions and curriculum programming in whole or in part violate Plaintiff Gabrielle’s Clark’s Fourteenth Amendment substantive due process rights to family integrity;

8. Monetary damages, compensatory and punitive;

9. An award of attorney’s fees and costs generally and pursuant to 42 U.S.C. §1988 and any other applicable provisions;

10. Pre-judgment and Post-judgment interest at the maximum amount permitted by law; and

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www.schoolhouserights.org

11. Such other and further relief as the Court may deem just and proper.

Dated this 22nd day of December, 2020.

MARQUIS AURBACH COFFING

By /s/ Brian R. Hardy, Esq.  
Brian R. Hardy, Esq.  
Nevada Bar No. 10068  
10001 Park Run Drive  
Las Vegas, Nevada 89145

Jonathan O'Brien, NYB No. 5043369  
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Law Office of Jonathan O'Brien  
43 W. 43rd St, Suite 002  
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*Attorneys for Plaintiffs William Clark and  
Gabrielle Clark*

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[www.schooluserights.org](http://www.schooluserights.org)

# Exhibit A

## Class Material

## INTERNALIZED

This type of oppression works within the groups who suffer the most from the mistreatment ...

Oppressed people *internalize* the *ideology* of inferiority

They see it *reflected* in the *institutions*

They *experience* disrespect *interpersonally* from members of the dominant group

And they eventually come to *internalize* the *negative messages about themselves*.

## **INTERNALIZED PRIVILEGE**

Internalized privilege includes acceptance of a belief in the inherent inferiority of the oppressed group as well and the inherent superiority or normalcy of one's own privileged group.

This creates an unearned sense of entitlement among the members of the privileged group, and can be expressed as a denial of the existence of oppression and as paternalism.



## INSTITUTIONAL EXAMPLES

- When a woman makes  $\frac{2}{3}$  of what a man makes at the same job...
  - ◆ That's institutionalized sexism
  
- When 1 out of every 4 black young men is currently in jail, on parole, or on probation...
  - ◆ That's institutionalized racism
  
- When psychiatric institutions and associations "diagnose" transgender people as having a mental disorder...
  - ◆ That's institutionalized gender oppression and transphobia

View material



## **INSTITUTIONAL**

The idea that one group is “better” than another and has the right to control the other gets embedded in the institutions of the society --

I  
the laws, the legal system and police practice, the education system and schools, hiring policies, public policies, housing development, media images, political power.

**Does not have to be intentional!**

If a policy unintentionally reinforces and creates new inequalities between privileged and non-privileged groups, **IT IS STILL CONSIDERED INSTITUTIONAL OPPRESSION.**

## **INSTITUTIONAL EXAMPLES**



**FIGURE 1**  
**The gender wage gap is more significant for most women of color**  
Comparing 2018 median earnings of full-time, year-round workers by race/ethnicity and sex

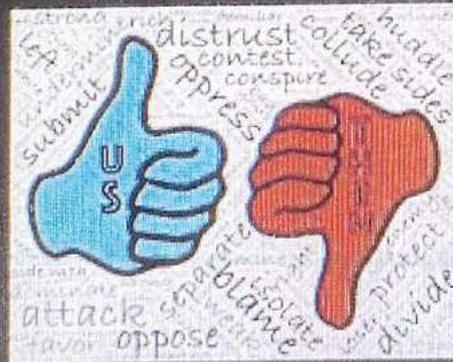


Notes: The gender wage gap is calculated by finding the ratio of women's and men's median earnings for full-time, year-round workers and then taking the difference. People who have identified their ethnicity as Hispanic or Latino may be of any race.  
Sources: For all groups except American Indian and Alaska Native women, the Center for American Progress calculated the gender wage gap using data from U.S. Census Bureau, "Current Population Survey: PINC-05, Work Experience: People 15 Years Old and Over, by Total Money Earnings, Age, Race, Hispanic Origin, Sex, and Disability Status: 2018," available at <https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-05.html> (last accessed March 2020). Specific tables used are on file with the author. CAP calculated the gender wage gap for American Indian and Alaska Native women using U.S. Census Bureau, "Table B2017C: American Indian and Alaska Native alone population, non-Hispanic or Latino population 16 years and over with earnings in the past 12 months, 2018 American Community Survey (ACS) 1-Year Estimates," available at <https://www.census.gov/programs-surveys/acs/> (last accessed March 2020); U.S. Census Bureau, "Table B2017H: White alone, non-Hispanic or Latino population 16 years and over with earnings in the past 12 months, 2018 American Community Survey (ACS) 1-Year Estimates," available at <https://www.census.gov/programs-surveys/acs/> (last accessed March 2020).



# IDEOLOGICAL

- At the core of any oppressive system there is the *idea* that one group is somehow better than another
- In order to create this hierarchy, there has to be a *measuring system* that labels what makes the one group inherently "better" than another



## Examples from our society:

- ➔ **Dominant group characteristics**
  - ◆ More intelligent, hard working, stronger, more capable, more noble, more deserving, more advanced, chosen, normal, superior, etc.
  - ◆ This group holds these ideas about themselves
- ➔ **Submissive / oppressed group characteristics**
  - ◆ Stupid, lazy, weak, incompetent, worthless, less deserving, backward, abnormal, inferior, etc.
  - ◆ These ideas are pushed onto this group by the dominant group



## SIDE-ISN NOTE ...

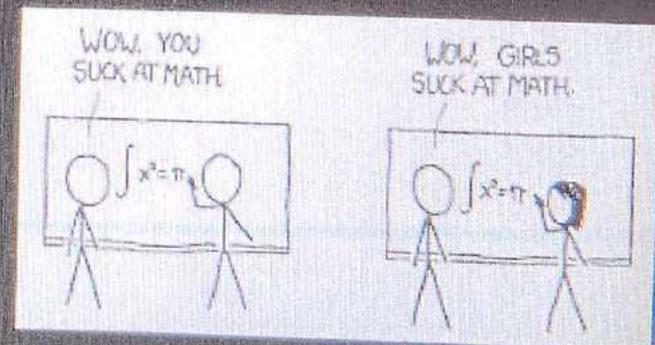
**REVERSE RACISM IS NOT REAL!**



- Oppressive attitudes and behaviors are backed up by institutional arrangements
- Sure, people of color CAN have prejudices against white people
- HOWEVER
- These prejudices are severely punished
  - Police, courts, and or gangs of white people will come crashing down on those who were prejudice against white people
  - The reverse is not the same
- Therefore, the oppressed groups do not have the power to enforce prejudices, unlike the dominant group, who does have the power

## REAL LIFE INTERPERSONAL OPPRESSION

- **Interpersonal racism is what white people do to people of color close up**
  - ◆ The racist jokes
  - ◆ The stereotypes
  - ◆ The beatings and harassments
  - ◆ The threats, etc.
- **Interpersonal sexism is what men do to women**
  - ◆ The sexual abuse and harassment
  - ◆ The violence directed at women
  - ◆ The belittling or ignoring of women's thinking
  - ◆ The sexist jokes, etc.



## INTERPERSONAL

The idea that one group is “better” than another and has the right to control the other, which gets structured into institutions, gives permission and reinforcement for individual members of the dominant group to personally disrespect or mistreat individuals in the oppressed group

*Some people in the dominant group are not consciously oppressive. Many have internalized the negative messages about other groups, and consider their attitudes towards the other group quite normal.*

Does that make it okay?

NO!

Page 13 / 22



## INDEPENDENT REFLECTION PART 2



3:00

Now that you have labeled and identified your identity, time to reflect:

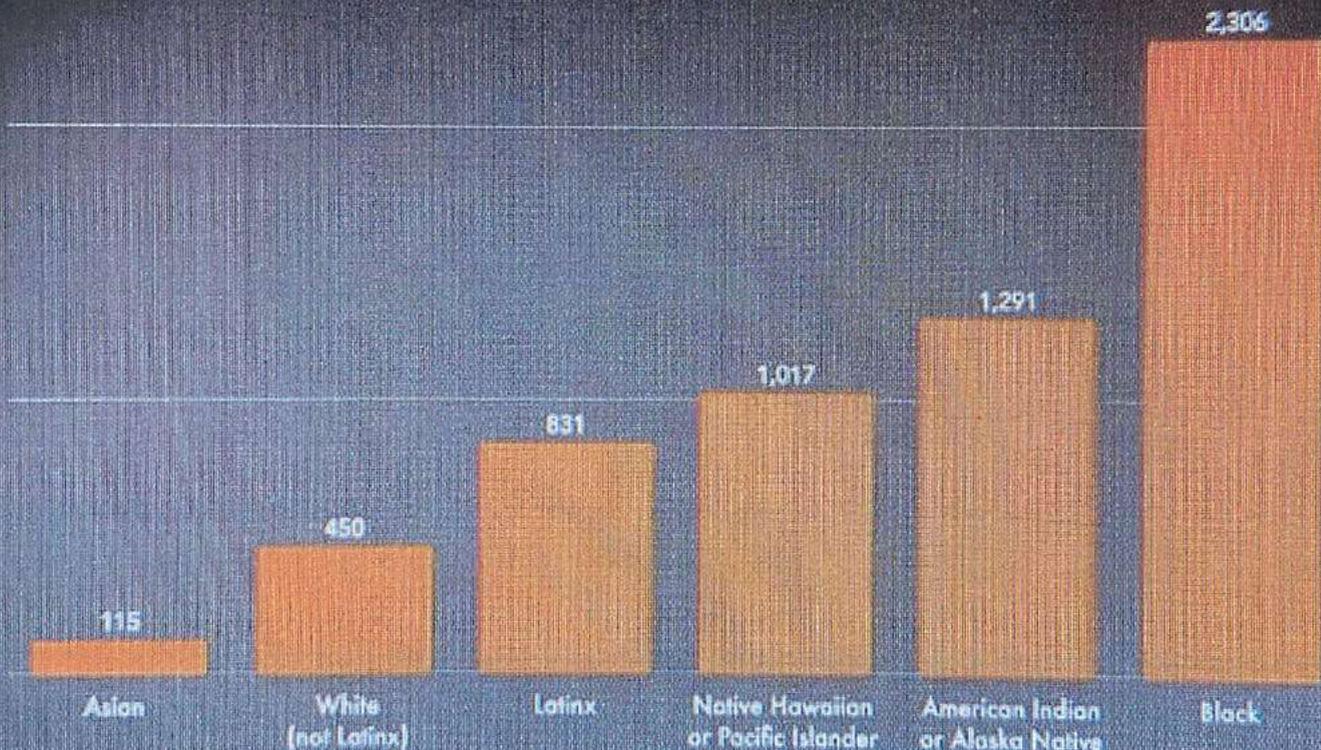
- **Does that part of your identity have privilege or oppression attached to it?**

### Vocab Reminder

- ★ **Privilege:** a special right, advantage, or immunity granted or available only to a particular person or group
- ★ **Oppression:** malicious or unjust treatment or exercise of power, often under the guise of governmental authority or cultural opprobrium (harsh criticism or censure)

# U.S. incarceration rates by race and ethnicity, 2010

Number of people incarcerated per 100,000 people in each racial or ethnic category



**PRISON**  
POLICY INITIATIVE

Calculated by the Prison Policy Initiative from U.S. Census 2010 Summary File 1. For the full data set and sourcing details, see [www.prisonpolicy.org/data/race\\_ethnicity\\_gender\\_2010.xlsx](http://www.prisonpolicy.org/data/race_ethnicity_gender_2010.xlsx)

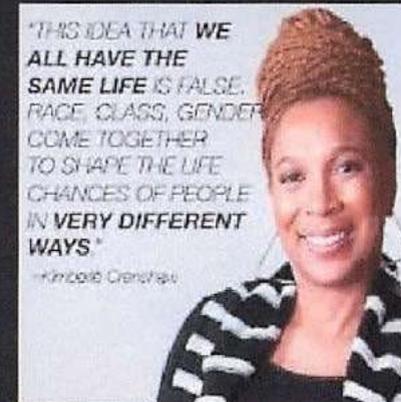


## INTERSECTIONALITY

The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

### ★ Kimberle Crenshaw

- American lawyer
- Civil Rights Activist
- Leading scholar of critical race theory
- Developed the theory of intersectionality



## TYPES OF INSTITUTIONS

- **Family**
  - First introductions
- **Education - schools**
  - Norms and values reinforced / taught
  - Rewards & punishments system
  - Opportunity gaps
- **Religion - churches**
  - Beliefs, taboos
  - Community watch
- **Economic - work**
  - Mores, folkways, wage gaps, opportunity gaps
- **Governmental - political affiliations**
  - Beliefs, reinforcement of norms nationwide



## WHY IS KNOWING YOUR IDENTITY IMPORTANT?

- Gives you a sense of who you are based on your group memberships
  - Gives a sense of self
  - Gives a sense of community
    - Safe place
    - Understanding
    - Positive atmosphere surrounding identity
- Empowerment
  - Own who you are, every part
  - Who you are gives you power, even when others try to take it away
- Gives you power against your oppressors
  - Oppressors try to strip you of your identity and mold you in a way that will benefit them
  - You hold on and remember who you are, you keep your power
- Understand your relationship to institutions and society in general



## WHY IS KNOWING YOUR IDENTITY IMPORTANT?

- Gives you a sense of who you are based on your group memberships
  - Gives a sense of self
  - Gives a sense of community
    - Safe place
    - Understanding
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  - Oppressors try to strip you of your identity and mold you in a way that will benefit them
  - You hold on and remember who you are, you keep your power
- Understand your relationship to institutions and society in general



## Ms. Bass' Identities

- **Race / ethnicity / nationality:** White, Irish, American citizen
  - Privilege
- **Gender:** Female
  - Oppressive
- **Socioeconomic status:** Working class
  - Oppressive
- **Sexual Orientation:** Bisexual
  - Both Privilege and Oppressive
- **Disabilities:** Mental Health\*
  - Both Privilege and Oppressive
- **Religion:** Agnostic
  - Oppressive
- **Age:** 22
  - Both Privilege and Oppressive
- **Language:** English
  - Privilege



## AIMS

- SWBAT name and understand their identities
- SWBAT understand oppression versus privilege
- SWBAT understand the concept of intersectionality



DIVERSE  
INCLUSIVE  
ACCEPTING  
WELCOMING  
SAFE SPACE  
FOR EVERYONE

≡ Sociology of Change (Hon) - 1 - (20-21)

 **9.9 - Asynchronous Work** 

Kathryn Bass · Sep 8

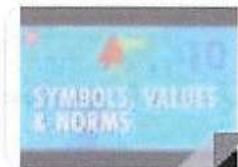
20/20

Due Sep 10, 11:00 AM

1. Watch the video
2. Follow the directions on the accompanying document

\*Late policy is enforced!

Email me with any and all questions :)



**Symbols, Values & Norms: Cr...**

YouTube video 9 minutes

The screenshot shows a Google Classroom interface. At the top, the Chrome browser window is visible with the address bar showing 'classroom.google.com/u/2/c/MTQyNDk0MDU5NjY3/a/MTI2NDg4MTU5MTY5/details'. The page title is 'COMMUNICATION NORMS AND EXPECTATIONS'. The content is organized into several sections:

- Phone, Email, and Text Windows**

Ms. Bass will be available via phone and email from 7:00 AM - 9:00 PM on weeknights. She will not be available on weekends (unless previously arranged privately). There will be a 24 hour turnaround period within which you can expect a response.

  - Phone Number: (702) 673-2506
  - Email: [kathryn.bass@democracyprep.org](mailto:kathryn.bass@democracyprep.org)
- Leaving Voicemails**

If you call and do not leave a voicemail, Ms. Bass WILL NOT return your phone call. You should leave a voicemail with your name, number, and a brief explanation as to why you are calling. If you have a question or concern, DO mention it in your message.
- Text Messaging**

You are welcome to text, but know that Ms. Bass expects professional language and punctuation in text messages. Be sure you identify yourself as well!
- Scheduling Meetings**

If you need to schedule a meeting with Ms. Bass, email her AT LEAST 48 hours in advance of your desired meeting time and day. Be sure to give her a day or two and several blocks of time that you are free so you could ensure your schedules match.
- Zoom Meetings**

Private Zoom Meetings can be arranged with Ms. Bass per scholar's request since face to face time will be limited in the beginning of the school year. Please do not hesitate to contact Ms. Bass to set up a meeting; she will create the Zoom Meeting, please see the 'Scheduling Meeting' format above.
- Needing Something From Any Adult In The Building**

At some time, you'll likely need some sort of resource or help from another adult at DPAC pertaining to your CTW project. If this is the case, you MUST think ahead and give them AT LEAST ONE WEEK in which to help you arrange what you need.

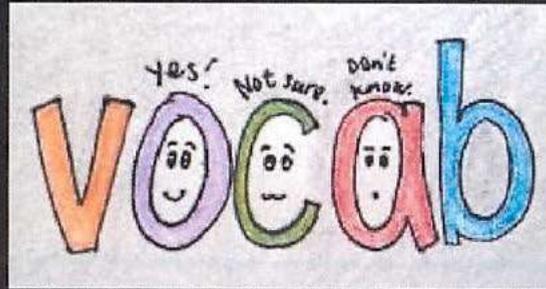
At the bottom of the page, there is a navigation bar showing 'Page 5 / 18', a search icon, a plus icon, and a 'Screenshot' button. The macOS dock is visible at the very bottom of the screen.

## BREAKOUT!

- You DO NOT have to share your identities!
  - Only share if you feel comfortable and safe enough to do so
  
- Discussion Questions
  - How did this activity make you feel?
  - Did you learn anything about yourself?
  - Were you surprised with the amount of privilege or oppression that you have attached to your identities?
  - Why do you think it is important to learn about your identities?
  - How can identities connect to social movements?

## VOCAB LAB

- **Oppression:** (n.) malicious or unjust treatment or exercise of power, often under the guise of governmental authority or cultural opprobrium (harsh criticism or censure)
- **Identity (in social science terms):** the qualities, beliefs, personality, looks and / or expressions that make a person or group
  - A person's conception and expression of their individuality or group affiliations



**RACISM = PREJUDICE + POWER**

Therefore, people of color CANNOT be racist.

## PRACTICE!

Which of the Four “I”s am I?

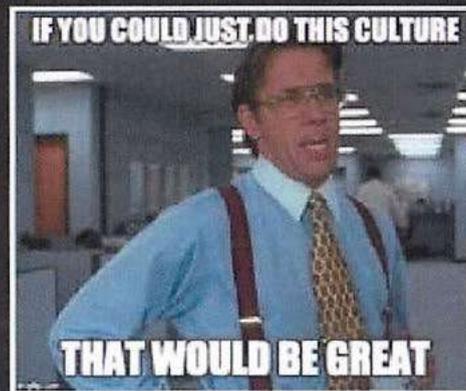
1. Stating “Girls are bad drivers” when Ms. Bass crashes her car  
a. Answer: Interpersonal
2. Mothers get more maternity leave than Dads get for paternity leave  
a. Answer: Institutional
3. The United States of America is more advanced and superior to any other country  
a. Answer: Ideological
4. Believing you are beneath someone else because of your identity  
a. Answer: Internalized

## KEY IDEAS TO NOTE

- **Values** = the norms of a culture, but they are more global and abstract than norms.
  - Norms are rules for behavior in specific situations, while values identify what should be judged as good or evil.
- **American culture** = conservative + liberal elements, scientific + religious competitiveness, political structures, risk taking + free expression, materialist + moral elements.
  - American culture has a variety of expressions due to its geographical scale and demographic diversity.
- \*Since the late 1970's, the term "**traditional values**" has become synonymous with "**family values**" in the U.S., and implies a congruence with mainstream Christianity.
  - However "family values" is arguably a modern politicized subset of traditional values, which is a larger concept.

## CULTURE + VALUES = SOCIETY

- Culture - has values that are largely shared by their members
- Values - related to the norms of the culture, just more global and abstract than norms
  - Norms - rules for behavior in specific situations
  - Values identify what should be judged as good or evil



## Ms. Bass' Identities

- Race / ethnicity / nationality: White, Irish, American citizen
- Gender: Female
- Socioeconomic status: Working class
- Sexual Orientation: Bisexual
- Disabilities: Mental Health\*
- Religion: Agnostic
- Age: 22
- Language: English



## DO NOW

### PRIVATE CHAT ME THE ANSWER TO THE FOLLOWING:

1. Which of the following is an example of *institutional* oppression?
  - a. Stating "All men are trash" after your boyfriend / partner cheated on you
  - b. The notion that men must show no emotion while women are too emotional
  - c. I (Ms. Bass) think I shouldn't speak up because my male coworkers are smarter and will have better ideas - besides, they always talk over me when I try to share out, so my ideas must be dumb
  - d. A white woman, a black man, and a hispanic woman all have the same job, but the black man is paid more than the women, and the white woman is paid more than the hispanic woman



**Kathryn Bass**

Sep 8



Hello hello my wonderful social justice warriors!

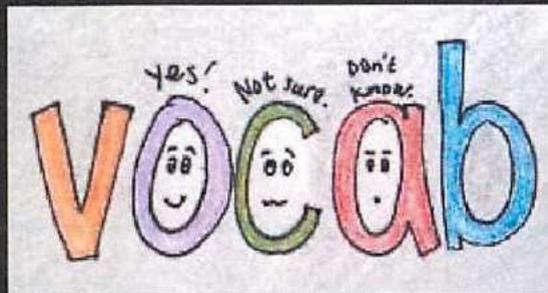
Your Asynchronous work has been uploaded! See Week 4 for the assignment and instructions.

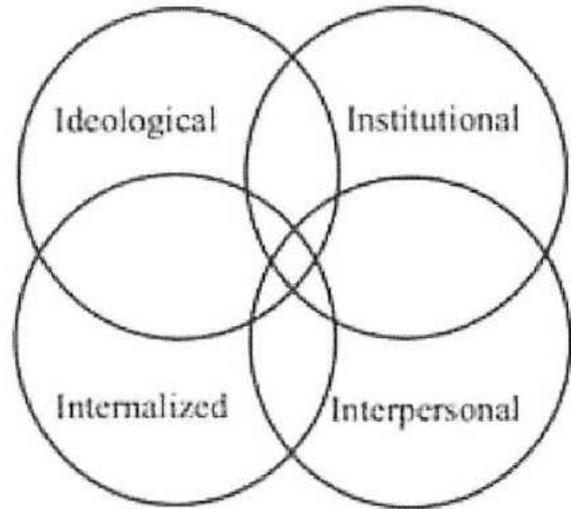
Reminder: your CTW Project Proposals are due in 13 days!!!! Less than 2 weeks away! You need to contact me if you are still struggling so we can brainstorm together.

Reach out if you need anything, see you all tomorrow in Town Hall :) have a great night!

## VOCAB LAB PART 2

- **Institutionalism:** is a general approach to governance and social science. It concentrates on institutions and studies them using inductive, historical, and comparative methods. ... Institutions have often been understood as formal organizations governed by written laws or rules.





## IDEOLOGY + OPPRESSION

- In order for ideology to work, there has to be a dominant group who then creates a submissive group
  - Dominant groups in American culture:
    - White
    - Male
    - Middle / Upper class
    - Heterosexual
    - Protestant / Christian
  - Submissive groups in American culture:
    - Everyone else
      - Known as marginalized groups (minorities)
    - If you do not follow the status quo (norms) of the dominant group, there are consequences



## INDEPENDENT REFLECTION

➤ On the Google Doc write out your own individual identity

- Race / ethnicity / nationality:
- Gender:
- Socioeconomic status:
- Sexual orientation:
- Disabilities:
- Religion:
- Age:
- Language:

★ This list is private!

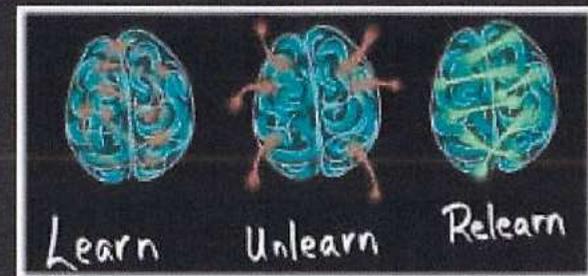
- Please be honest, no one else will see this



## WE HAVE A LOT OF UNLEARNING TO DO

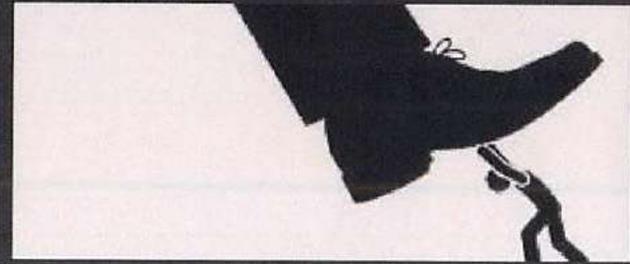
In order to eliminate institutional and ideological oppressions, we must ...

- ❑ Undo and unlearn internalized beliefs, attitudes, + behaviors that stem from oppression
  - ❑ Build community among people in its group, support its leaders
  - ❑ Be proud of history / contributions / potential
  - ❑ Develop the strength to challenge patterns that hold said group back
  - ❑ Organize itself into an effective force for social change!!!



## INSTITUTIONS + OPPRESSION

- **Family**
  - Reinforce racist / homophobic prejudices
- **Education**
  - Money inequalities shine through - resources, opportunities
- **Religion**
  - Homophobic prejudices - right versus wrong judgement
- **Economic**
  - Wage gaps, amount of leave for birth of children, promotion opportunities, job availability
- **Governmental**
  - Promote stereotypes + prejudices (normalize it)
    - Laws, law enforcement, who runs this country



## INTERNALIZED EXPLAINED

This type of oppression works within the groups who suffer the most from the mistreatment ...

Oppressed people *internalize* the *ideology* of inferiority

They see it *reflected* in the *institutions*

They *experience* disrespect *interpersonally* from members of the dominant group

And they eventually come to *internalize* the *negative messages about themselves*.

## AIMS

- SWBAT gain a deeper understanding in regards to interpersonal & internalized oppressions
- SWBAT learn some tools / skills that will help them combat these injustices
- SWBAT connect the Four "I"s to themselves and the world in which they live in

## INTERNALIZED CONTINUED

- May be the hardest one to combat (depends on individual)
  - Can't escape yourself
  - "Your own worst enemy" / "You're your harshest critic"
  - Once you begin to believe the negative & invalid messages, they can be hard to erase



## ADVICE TO COMBAT YOUR INTERNALIZED VOICES

### ★ Challenge the thoughts! Fight back!

- I'm not good enough
  - I am enough, I am so enough, it is unbelievable how enough I am
  - I'm working on myself, and that journey is enough
- I'm not pretty / handsome / attractive
  - Who can measure beauty when not one individual is alike
- I am not smart enough
  - Education is a journey no one can measure properly
  - Did I try, am I still trying, am I more knowledgeable than I was the day before
- I'm not the right size, shape, color, race, age, religion, sexuality, etc.
  - I am me, and I am enough just the way I am
  - All of the above stated makes me who I am, so how can that be wrong

## INTERPERSONAL CONT.

- **When a group (intentionally or not) hurts another groups image or person**
  - Hurtful jokes, comments, stereotypes
  - Beatings and harassments
  - Threats, belittlement, etc.
- **Hurtful to all parties involved**
  - Generalizations & prejudices hurt everyone
  - No one group is one thing - **we are all unique & wonderful in our own ways**
  - Spreading hate and hurt is *corrosive* to you
    - Often is a reflection of how you feel on the inside & project it outward
    - This is why we must love & accept ourselves before we can love & accept others
  - Spreading hate and hurt creates division
    - We are all humans trying to survive, we should be on the same team
    - Someone will always be hurting when there is division
      - Lose/Lose



## HOW CAN YOU RISE

- ★ The dominant groups win when you let them make you believe the ideology they created
  - They hate to see you rise above it - ~~that means they have lost~~
  - Loving yourself & who you are is not a norm in this culture
    - Perfectionism (Western ideal)
      - Can never be perfect, therefore you are never satisfied
      - Fuels competition & division instead of unity
- ★ There will always be individuals or things out there that will try to tear you down
  - You must find a way to **STAND BACK UP**
  - You must find a way to **RISE**
    - “Survival is not an academic skill” - Audre Lorde

## INTERPERSONAL

The idea that one group is “better” than another and has the right to control the other, which gets structured into institutions, **gives permission and reinforcement for individual members of the dominant group to personally disrespect or mistreat individuals in the oppressed group**

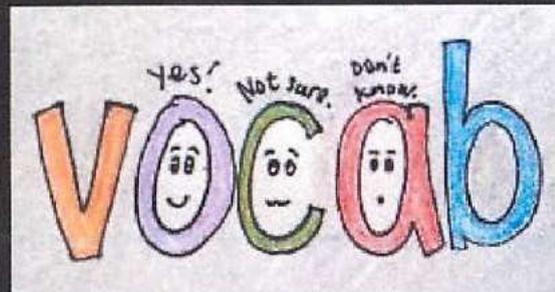
*Some people in the dominant group **are not consciously oppressive**. Many have internalized the negative messages about other groups, and consider their attitudes towards the other group quite normal.*

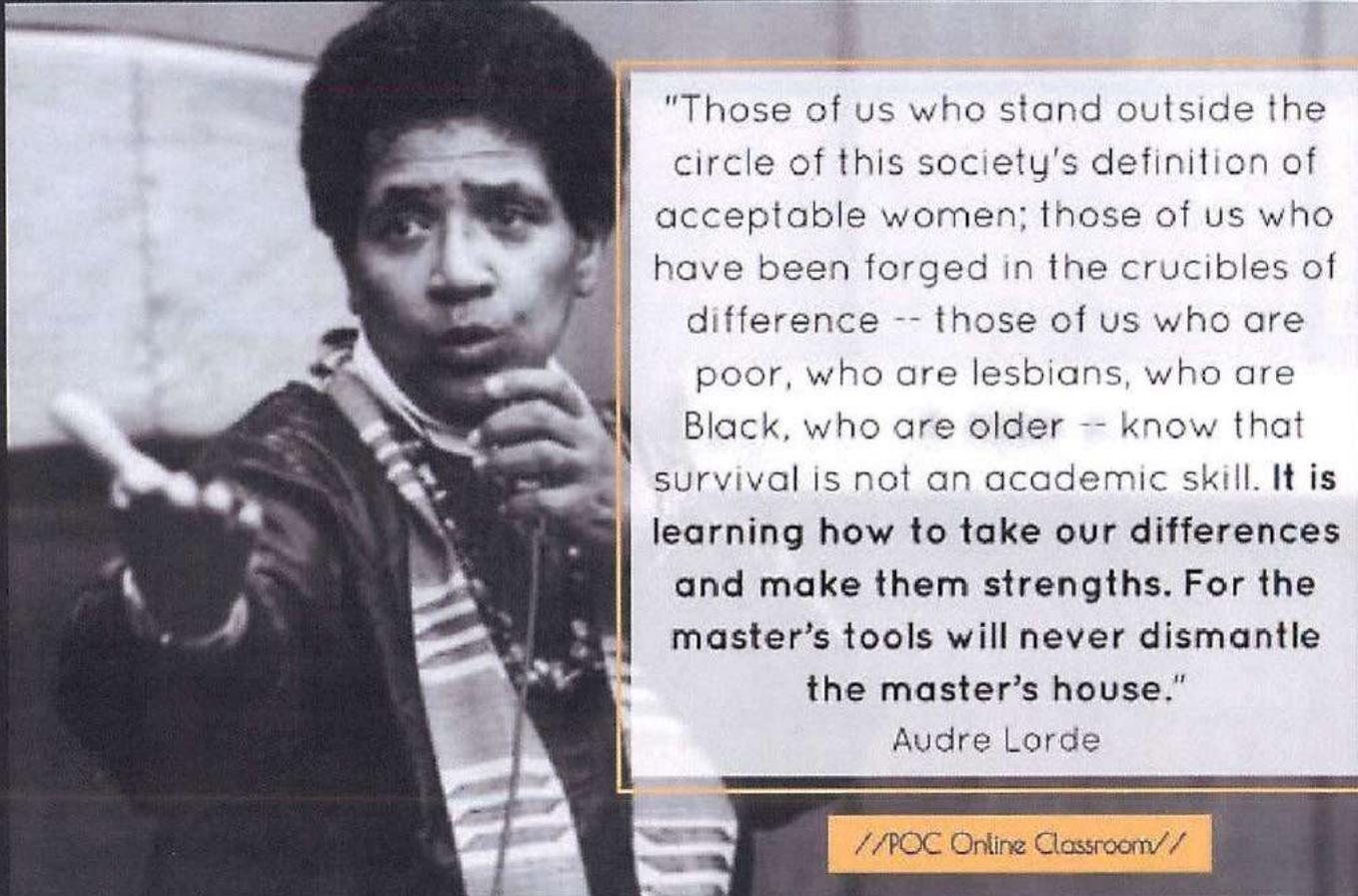
Does that make it okay?

NO!

## VOCAB LAB PART 1

- **Traditional:** derived from tradition; communicated from ancestors to descendants by word only
- **Liberal:** open to political or social changes and reforms associated with either classical or modern liberalism
- **Conservative:** a person who favors maintenance of the status quo or reversion to some earlier status





"Those of us who stand outside the circle of this society's definition of acceptable women; those of us who have been forged in the crucibles of difference -- those of us who are poor, who are lesbians, who are Black, who are older -- know that survival is not an academic skill. **It is learning how to take our differences and make them strengths. For the master's tools will never dismantle the master's house.**"

Audre Lorde

//POC Online Classroom//

## EXAMPLES OF U.S. VALUES AND NORMS

- Flying the national flag on a national holiday = norm
  - Reflects the value of patriotism



- Wearing all black and being solemn = normal behaviors at a funeral
  - Reflects the values of respect and support for friends and family



- The Statue of Liberty = symbolizes freedom
  - A fundamental American value



## HOW DO WE FIGHT BACK

- ★ Love & embrace **YOU**
- ★ Continue to **unlearn** & **educate** yourself
- ★ Use your **voice** & have **conversations**
- ★ **Vote!** & get involved



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# Exhibit B

## Contract

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**CHARTER SCHOOL CONTRACT**

**between**

**State Public Charter School Authority**

**and**

**Democracy Prep at the Agassi Campus**

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## CHARTER CONTRACT

This agreement constitutes a Charter Contract (the "Charter Contract") executed between the State Public Charter School Authority (the "Authority"), and **Democracy Prep at the Agassi Campus** (the "Charter School") (collectively, the "Parties"), an independent and autonomous public school authorized to operate in the State of Nevada.

### RECITALS

WHEREAS, The primary consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and

WHEREAS, The intention of the legislature is to provide:

1. The board of trustees of school districts with a method to experiment with providing a variety of independent public schools to the pupils of this state;
2. A framework for such experimentation;
3. A mechanism by which the results achieved by charter schools may be measured and analyzed; and
4. A procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated; and

WHEREAS, It is further the intention of the legislature to provide teachers and other educational personnel, parents, legal guardians and other persons who are interested in the system of public education in this state the opportunity to:

1. Improve the learning of pupils and, by extension, improve the system of public education;
2. Increase the opportunities for learning and access to quality education by pupils;
3. Encourage the use of different and innovative teaching methods;
4. Establish appropriate measures for and assessments of the learning achieved by pupils who are enrolled in charter schools;
5. Provide a more thorough and efficient system of accountability of the results achieved in public education in this state; and
6. Create new professional opportunities for teachers and other educational personnel, including, without limitation, the opportunity to increase the accessibility and responsibility of teachers and other educational personnel for the program of learning offered;"

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WHEREAS, The Authority is authorized by the Legislature to sponsor charter schools pursuant to NRS 388A.150; and

WHEREAS, on March 22, 2017, Democracy Prep Nevada entered into a 6-year charter contract with the Nevada Achievement school district beginning in the 2017-18 school year to manage Democracy Prep at the Agassi Campus;

WHEREAS, Section 80.75 of Assembly Bill 78 (2019) requires the Authority to enter into a contract with Democracy Prep at the Agassi Camus; and WHEREAS, the Parties intend that this Charter Contract serve as a performance contract that governs the operation of the Charter School;

NOW THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the Authority and Charter School agree as follows:

## Part I: Operation of the School

### 1.1 Establishment

- 1.1.1 As authorized by the Nevada Revised Statute (NRS) 388A.150, the Authority hereby authorizes the operation of the Charter School with the aforementioned conditions, and in accordance with the terms and conditions set forth in this Charter Contract.
- 1.1.2 This Charter Contract is entered into between the Charter School, its governing body (the “Charter Board”) and the Authority.

### 1.2 Parties

- 1.2.1 The person authorized to sign the Charter Contract on behalf of the Charter School is the President of the Charter Board (“Charter School Representative”).
- 1.2.2 The person authorized to sign on behalf of the Authority is the Chair of the Authority or, in the absence of the Chair, the Acting Chair.
- 1.2.3 The Charter School Representative affirms as a condition of this Charter Contract, that he/she is the above-described representative of the Charter School and has authority to sign this Charter Contract on behalf of the Charter School.

### 1.3 Term of Charter Contract

- 1.3.1 The Term of this Charter Contract shall be 6 years.
- 1.3.2 This Charter Contract is effective upon execution, and the term of the Charter Contract begins July 1 2020, and will terminate on June 30, 2026, unless earlier terminated as provided herein.

### 1.4 General

- 1.4.1 The Charter School shall not operate for profit and may be incorporated as a nonprofit corporation pursuant to the provision of chapter 82 of NRS.
- 1.4.2 The Charter School certifies that all contracts obligating the Charter School have been and will be undertaken by the Charter School in accordance with statute and regulation.
- 1.4.3 The Charter School and its Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authority policies applicable to charter schools.
- 1.4.4 The Charter School shall be deemed a public school subject to all applicable provisions of local, state and federal law and regulation, specifically including but not limited to health and safety, civil rights, student assessment and assessment administration, data collection, reporting, grading, and remediation requirements, except to the extent such provisions are inapplicable to charter schools.
- 1.4.5 Pursuant to NRS 388A.159, the Local Education Agency of the Charter School is

the Authority.

## **1.5 Charter School Governing Body**

- 1.5.1 The Charter School shall be governed by the Charter Board, and deemed a public body, in a manner that is consistent with the terms of this Charter Contract so long as such provisions are in accordance with applicable state, federal, and local law and regulation. (NRS 388A.320)
- 1.5.2 The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the Charter School, and the fulfillment of the Charter Contract.
- 1.5.3 The Charter Board shall be the final authority in matters affecting the Charter School, including but not limited to staffing, job titles, employee salary and benefits, financial accountability and curriculum.
- 1.5.4 The Charter Board shall act in accordance with and is subject to the Nevada Open Meeting Law, Public Records Law, and Nevada Local Government Purchasing laws (NRS 332.039-.148)
- 1.5.5 The Charter Board shall have authority for and be responsible for policy and operational decisions of the Charter School. The Charter Board shall govern the Charter School pursuant to the following terms and conditions:
- 1.5.5.1 Articles of Incorporation and Bylaws. The articles of incorporation, if applicable, and bylaws of the Charter Board shall provide for governance of the operation of the Charter School as a public charter school and shall at all times be consistent with all applicable law, regulation and this Charter Contract. The articles of incorporation, if applicable, are set forth in Exhibit #2 (initially or as amended, the “Articles of Incorporation”) and incorporated herein by reference. The Charter School shall notify the sponsor of changes to the bylaws or Articles of Incorporation.
- 1.5.5.2 Composition. The composition of the Charter Board shall at all times be determined by and consistent with the articles of incorporation, if applicable, and bylaws and all applicable law and regulation. The complete roster of the Charter Board and each member’s affidavit, resume, and Request for Information shall be maintained in the Authority’s established document library (Epicenter). The Charter Board shall notify the Authority of any changes to the Board Roster and submit an amended Board Roster to the documents library within ten (10) business days of their taking effect.
- 1.5.5.3 Affiliation. Notwithstanding any provision to the contrary in the Charter Contract, the Articles of Incorporation, if applicable, or the bylaws, in no event shall the Charter Board, at any time, include more than two directors, officers, employees, agents or other affiliates of any single entity, with the

exception of the Charter School itself, regardless of whether said entity is affiliated or otherwise partnered with the Charter School. (NAC 388A.525)

- 1.5.5.4 **Conflicts of Interest.** The Charter Board shall adopt a Conflicts of Interest Policy (the “Conflicts of Interest Policy”), including provisions related to nepotism and consistent with this section and applicable law by July 1, 2020 . The Charter Board shall, at all times, comply with the provisions of the Conflicts of Interest Policy. The

adopted and approved Conflicts of Interest Policy shall be maintained in the Authority’s established document library (Epicenter). Any modification of the Conflicts of Interest Policy must be submitted to the Authority within five (5) days of approval by the Charter Board.

- 1.5.5.5 **Non-Commingling.** Assets, funds, liabilities and financial records of the Charter School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Authority.

## **1.6 Location**

- 1.6.1 The Charter School shall provide educational services, including, without limitation, delivery of instruction or conduct operations at the following location(s):

1201 West Lake Mead Boulevard, Las Vegas, Nevada 89106
--

## **1.7 Facilities**

- 1.7.1 The building(s) in which the Charter School is to be located shall be known as the Charter School Facilities (the “Facilities”).
- 1.7.2 The Authority or its designee may, at the Authority’s discretion, conduct health and safety inspections of the Facilities.
- 1.7.3 The Facilities shall meet all applicable health, safety and fire code requirements and shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public charter schools.
- 1.7.4 The Charter School’s relocation to different Facilities shall constitute a material amendment of this Charter Contract and shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.
- 1.7.5 In the event that legally viable Facilities and/or necessary certificates and permits are not in place, the Charter School may not provide instruction at the Facilities or otherwise admit pupils into the Facilities. In such event, the Authority reserves the right to enforce any of the consequences for failure to act

in accordance with the material terms and conditions of this Charter Contract.

**1.8 Charter School Independence**

- 1.8.1 Neither the Authority nor the board of trustees of the local school district in which the Charter School is located may assign any pupil who is enrolled in a public school or any employee who is employed in a public school to the Charter School. Neither the Authority nor the local school district in which the Charter School is located may interfere with the operation and management of the Charter School except as authorized by NRS 388A.010-.695, inclusive, and any other statute or regulation applicable to the Charter School or its officers or employees.
- 1.8.2 The Charter School will be subject to review of its operations and finances by the Authority, including related records, when the Authority, in its sole discretion, deems such review necessary.
- 1.8.3 The Charter School shall have ten (10) business days to respond to any request for written information from the Authority and any visit by the Authority to review the operations or management of the Charter School shall require five (5) days written notice. Such notice may be provided electronically.

**Part 2: School Operations**

**2.1 Open Meetings and Public Records**

- 2.1.1 The Charter School shall maintain and implement policies and procedures to ensure that it complies with all applicable laws and regulations relating to public meetings and records.

**2.2 Mission Statement**

- 2.2.1 The Charter School’s mission statement (initially or as amended, the “Mission Statement”) shall be as presented in the approved Charter Application appearing in Exhibit #3 and incorporated by reference herein. Any change to the Mission Statement shall be a material amendment to this Charter Contract and shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

**2.3 Age; Grade Range; Number of Students**

- 2.3.1 The Charter School shall provide instruction to pupils in such grades and numbers in each year of operation under the Charter Contract as outlined below:

School Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Grade Levels	K-12	K-12	K-12	K-12	K-12	K-12
Enrollment	1150	1200	1250	1310	1310	1310

During the first three years of this contract, school years 2020-21, 2021-22

and 2022-23, the Charter School may adjust the number of students served by up to and including 15% of the maximum enrolment established in this section. During the remaining three years of the contract, school years 2023-

24, 2024-25 and 2025-26, the charter school may adjust the number of students served by up to and including 10% of the maximum enrollment established in this section.

- 2.3.2 The Charter School may modify the number of students in any particular grade, and number of students within a class, to accommodate staffing exigencies and attrition patterns provided such modifications are consistent with this Charter Contract.
- 2.3.3 Elimination of a grade level that the Charter School was scheduled to serve; expansion to serve grade levels not identified in 2.3.1; or an increase or decrease in total enrollment by more than 15 or 10%, as applicable from the enrollment established in 2.3.1 shall be a material amendment of this Charter Contract and shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority. Authorization to expand may require the Charter School to demonstrate satisfactory academic and financial performance, and organizational compliance. It is the responsibility of the Charter School to request the material amendment required by this section 2.3.3 in a timely manner so as to manage the school's enrollment to comply with 2.3.3.

## **2.4 Non-discrimination**

- 2.4.1 The Charter School shall not discriminate against any student, employee or other person on the basis of race, color, creed, ethnicity, national origin, gender, marital status, religion, ancestry, disability, sexual orientation, sex, gender identity or expression, need for special education services, income level, athletic ability, proficiency in the English language or any other grounds that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by federal civil rights law.

## **2.5 Student Recruitment, Enrollment and Attendance**

- 2.5.1 The Charter School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, need for special education services or status as credit-deficient. In no event may the Charter School limit admission based on race, ethnicity, national origin, gender, disability, income level, athletic ability, status as credit-deficient or proficiency in the English language, except as authorized by NRS 388A.453(8).
- 2.5.2 The Charter School shall adopt and adhere to a Truancy and Absence Policy

pursuant to NAC 388A.160(5).

- 2.5.3 If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- 2.5.4 Pursuant to NRS 388A.456, Charter School may give enrollment preference based upon criteria established in law and regulation. Should state laws or regulations be amended to alter the nature or application of enrollment preferences, Charter School shall comply therewith upon the effective date of the changes. Before the Charter School enrolls pupils who are eligible for enrollment, the Charter School may enroll a child who:
- 2.5.4.1 Is a sibling of a pupil currently enrolled;
  - 2.5.4.2 Was enrolled in a tuition-free prekindergarten program at the Charter School or affiliated program with the Charter School;
  - 2.5.4.3 Is a child of a person who is:
    - 2.5.4.3.1 Employed by the Charter School;
    - 2.5.4.3.2 A member of the Committee to Form the Charter School; or
    - 2.5.4.3.3 A member of the Charter Board;
  - 2.5.4.4 Is in a particular category of at-risk and the child meets the eligibility requirements prescribed by the Charter School for that particular category; or
  - 2.5.4.5 Resides within the school district and within two (2) miles of the Charter School if the Charter School is located in an area that the Authority determines includes a high percentage of children who are at-risk.
- 2.5.5 Pursuant to Section 12 of Regulation R131-16, Charter School may develop and use a weighted lottery for admission that gives preference to one or more categories of pupils if the weighting is
- 2.5.5.1 Necessary to comply with Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq.; section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the Equal Protection Clause of the United States Constitution or any applicable federal or state law or to address the specific deficiency and category of pupils outlined in a court order issued to the charter school or its sponsor; or
  - 2.5.5.2 In favor of one of the following subgroups of educationally disadvantaged pupils:
    - 2.5.5.2.1 Pupils who are economically disadvantaged;
    - 2.5.5.2.2 Pupils with disabilities;

2.5.5.2.3 Migrant pupils;

2.5.5.2.4 Pupils with limited English proficiency;

2.5.5.2.5 Pupils who are neglected or delinquent;

2.5.5.2.6 Pupils who are homeless; and

2.5.5.2.7 Pupils whose most recent enrollment was in a public school which received an annual rating established as one of the two lowest ratings possible indicating underperformance at the elementary, middle or high school level pursuant to the statewide system of accountability for public schools.

## **2.6 Tuition, Fees and Volunteer Requirements**

2.6.1 The Charter School shall not charge tuition or fees of any kind as a condition of enrollment. The Charter School may not impose any fees that a school district would be prohibited by applicable law or regulation from imposing.

2.6.2 Nothing in this section shall be interpreted to prohibit the Charter School from imposing fees that a school district would be permitted to impose.

2.6.3 Any requirement that a parent commit a number of volunteer hours shall be prohibited unless such a requirement considers individual family circumstances and allows for a waiver of volunteer hours.

## **2.7 School Calendar; Hours of Operation**

2.7.1 The Charter School shall adopt a school calendar with an instructional program to provide annually at least as many days of instruction as are required of other public schools located in the same school district as the Charter School is located, unless written approval from the Superintendent of Public Instruction provides for a waiver of this requirement. (NRS 388A.366)

## **2.8 Student Conduct and Discipline**

2.8.1 The Charter School shall adopt and adhere to a student discipline policy (the "Discipline Policy") pursuant to NRS 388A.495 and regulation. The Charter School may not remove, withdraw, suspend or expel a pupil against a parent's wishes for reasons other than the reasons for suspension or expulsion stated in NRS 392.4655 – 392.4675 or other applicable statute or regulation. Nothing in this provision precludes the Charter School from withdrawing a pupil from the Charter School consistent with applicable law and regulation.

## **2.9 Service Agreements, Contracts, Facility Lease or Purchase**

2.9.1 Nothing in this Charter shall be interpreted to prevent the Charter School from entering into a contract or other agreement related to the operation of the school. The Charter School shall include in any agreement or contract entered into that the provisions of any such agreement are enforceable only to the extent they are compliant with applicable law and regulation. The Charter Board is

responsible for ensuring that all contracts or other agreements are compliant with existing law and regulation.

2.9.2 The Charter School shall clearly indicate to vendors and other entities and individuals with which or with whom the Charter School enters into an agreement or contract for goods or services that the obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the State of Nevada, the Authority, or the Department of Education.

**2.10 Contracts with an Educational Management Organization (EMO) or Charter Management Organization (CMO)**

2.10.1 The provisions appearing under 2.10 apply to contracts with an EMO or a CMO.

2.10.2 Should the Charter School intend to enter into an agreement with an EMO as defined by NRS 388A.393, the following provisions shall apply:

2.10.2.1 The Charter School shall comply with all Authority requests for information about the EMO that are reasonably related to the Authority's duty to ensure that the Charter School is in compliance with all provisions of this Charter Contract and NRS 388A.393; and NAC 388A.570, 388A.580, 388A.585, 388A.160, and 388A.175 or other applicable statute and regulation.

2.10.3 Should the charter school intend to enter into an agreement with an EMO or CMO, the following provisions shall apply:

2.10.3.1 In no event shall the Charter Board delegate or assign its responsibility for fulfilling the terms of this Charter Contract.

2.10.3.2 Any management contract entered into by Charter School shall include an indemnification provision for the Charter School as follows: "The management company shall indemnify, save and hold harmless against any and all claims, demands, suits, actions, proceedings, losses, costs, judgments, damages, or other forms of liability to third parties, of every kind and description, actual or claimed, including but not limited to attorneys' fees and/or litigation expenses, including but not limited to injury to property or persons (including but not limited to civil rights violations), occurring or allegedly occurring, in connection with the operation of the management company, or from conduct committed or alleged to have been committed by the management company on the premises of the Charter School, or from conduct committed by the management company's employees, officers, directors, subcontractors, or agents, during the term of this Charter Contract or any renewal thereof. Additionally, the management company shall defend the Authority in any such action or proceedings brought thereon. This provision shall survive the termination of this contract."

- 2.10.3.3 Should the Charter School propose to enter into a contract with an EMO or CMO, other than DPPS or its affiliate Democracy Prep Nevada LLC, the Charter School agrees to submit all information requested by Authority regarding the management arrangement, including a copy of the proposed contract and a description of the EMO or CMO, with identification of its principals and their backgrounds. Entering into a contract with a new EMO or CMO, terminating a contract with an existing EMO or CMO, or replacing an existing EMO or CMO with another EMO or CMO is considered a material amendment of the Charter Contract and the Charter School shall not enter into or terminate such contracts without written Authority approval.
- 2.10.3.4 Renewal or renegotiation of an existing contract with an EMO or CMO requires the Charter School to notify the sponsor, only, and is not considered a material amendment.

## **2.11 Employment Matters**

- 2.11.1 All employees of the Charter School shall be deemed public employees.
- 2.11.2 The Charter School agrees to comply with the provisions of NRS 388A.530-544 regarding employment status and NRS 388A.518-524 regarding teacher licensure.
- 2.11.3 Neither the Charter School, nor its employees, agents, nor contractors are employees or agents of the Authority; nor are either the Authority or its employees, agents, or contractors employees or agents of the Charter School. None of the provisions of this Charter Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Charter Contract.
- 2.11.4 The Charter School shall have ultimate responsibility for employment, management, dismissal and discipline of its employees, including key personnel employed by an EMO. The Charter School will establish and implement its own dispute resolution process for employment matters.
- 2.11.5 The Charter School may not employ instructional personnel whose certificate or license to teach has been revoked or is currently suspended by the state board of education in this state or another state. (NRS 388A.524)
- 2.11.6 An employee of a charter school is eligible for all benefits for which the employee would be eligible for employment in a public school, including, without limitation, participation in the Public Employees Retirement System in a manner consistent with NRS 388A.518-524.
- 2.11.7 The Charter School shall conduct criminal background checks and act in

accordance with NRS 388A.515.

2.11.8 The Charter School shall maintain employee files as identified in the Operations Manual, which are subject to audit by the Authority or other appropriate entity.

## **2.12 Student Health, Welfare and Safety**

2.12.1 The Charter School shall comply with all applicable federal and state laws and regulations concerning student health, welfare, and safety, including but not limited to state laws regarding the reporting of child abuse, accident prevention and disaster response, and any applicable state and local regulations governing the operation of school facilities.

## **2.13 Transportation**

2.13.1 If applicable, the Charter School shall be responsible for providing students transportation consistent with the plan proposed in the approved Charter Application appearing in Exhibit #3 and incorporated herein.

2.13.2 The termination, addition, or change of transportation shall constitute a material amendment of this Charter Contract and shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

## **Part 3: Educational Program**

### **3.1 Design Elements**

3.1.1 The Charter School shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework (the "Charter School Performance Framework") Exhibit #1, as amended by Exhibit #1.1, incorporated herein. The Charter School shall have discretion to modify, amend, adapt, and otherwise change the educational program as it deems necessary to achieve the performance standards so long as such changes are consistent with the Charter Application (as approved by the ASD and as modified by agreement since) and the Charter Contract.

3.1.2 In determining whether or not the Charter School complies with the essential terms of the educational program, the Authority will use the Charter Application (initial or as amended) as the basis to assess fidelity.

### **3.2 Curriculum**

3.2.1 The Charter School's educational program shall meet or exceed Nevada's content standards.

### **3.3 Student Assessment**

- 3.3.1 The Charter School shall be subject to and comply with all requirements related to the state assessment and accountability system for Nevada public schools.
- 3.3.2 Nothing in this section prohibits the Charter School or the Authority from assessing student learning outside of and in addition to the state's testing program.
- 3.3.3 Educational program matters not specifically identified in this Charter Contract shall remain within the Charter School's authority and discretion.

### **3.4 Special Education**

- 3.4.1 The Authority is the "local education agency" ("LEA") for purposes of compliance with the Individuals with Disabilities Education Act ("IDEA").
- 3.4.2 The Charter School shall provide services and accommodations to students with disabilities as set forth in the Charter Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to enrolled students with disabilities in accordance with the individualized education program ("IEP") prescribed by a student's IEP team. The Charter School shall comply with all applicable requirements of state law and regulation concerning the provision of services to students with disabilities.
- 3.4.3 An annual Memorandum of Understanding which defines the rights and responsibilities of the Charter School acting as a school of the LEA and the Authority acting as LEA will be annually updated and disseminated by the Authority and signed by the Parties.
- 3.4.4 The Charter School shall maintain a special education reserve as a financial reserve or demonstrate, to the Authority's satisfaction, that the Charter School carries an insurance policy with sufficient coverage to ensure compliance with the indemnification and financial obligations of the Charter School. Such reserve or insurance product shall not in any way limit the Charter School's obligation in the event the special education reserve or insurance product is insufficient to fully pay costs incurred in connection with any claim or claims, and the Charter School shall remain fully responsible for any and all costs incurred in connection with such claim or claims. The Charter School shall keep any special education reserve separate from and not utilize it to satisfy any other requirements applicable to the Charter School. Any special education reserve shall be maintained in a separate bank account and shall be

equal to \$25,000 plus the interest that has been earned in this account to date. The Charter School shall fully fund any reserve account by the end of its fifth year of operation and contribute to it in a manner that can reasonably be expected to reach this goal. If money is withdrawn from the reserve account, unless otherwise agreed to in writing by the Authority, the Charter School shall be required to replace all sums withdrawn by the end of the subsequent fiscal year.

### **3.5 English Language Learners**

- 3.5.1 The Charter School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The Charter School shall adhere to policies and procedures for identifying, assessing and exiting English language learners, consistent with all applicable laws and regulations. The Authority and the Charter School will work to assure compliance with any and all requirements of the state and federal law regarding services to English language learners.

## **Part 4: Charter School Finance**

### **4.1 Financial Management**

- 4.1.1 The Charter School shall control and be responsible for financial management and performance of the Charter School including budgeting and expenditures. The Charter School shall operate on a fiscal year that begins July 1 and ends June 30.
- 4.1.2 At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls, including without limitation: (1) commonly accepted accounting practices and the capacity to implement them; (2) a bank account maintained within this State; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly and quarterly financial reports, including identification of the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state law.
- 4.1.3 The Charter School shall undergo an independent financial audit conducted in accordance with governmental accounting standards and GASB #34 performed by a certified public accountant each fiscal year. The results of the audit will be provided to the Authority in written form in accordance with the date established by law and regulation and identified in the Reporting Requirements Manual. The Charter School shall pay for the audit.

- 4.1.4 The Charter School shall prepare quarterly financial reports for the Authority in compliance with this Charter Contract. Such reports shall be submitted to the Authority no later than fifteen (15) days following the end of each quarter, as defined in the Reporting Requirements Manual.
- 4.1.5 The Charter School agrees to maintain financial records in accordance with the governmental accounting method required by the Nevada Department of Education (the “Department”) and/or Authority and to make such records available upon request.
- 4.1.6 The Charter School shall use and follow the chart of accounts and any grant codes as defined by the Department in the Nevada Common Elements for Accounting and Reporting K-12 Educational Finances.
- 4.1.7 The Charter School shall assure that all financial records for the school are maintained, posted and reconciled at least monthly, and are open for public inspection during reasonable business hours.
- 4.1.8 The Charter School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the Charter School’s budget.
- 4.1.9 Pursuant to NAC 387.770, the Charter School shall maintain a complete and current inventory of all school property and shall perform a physical inventory annually. Any asset acquired by the Charter School is the property of the Charter School for the duration of the Charter Contract and any subsequent renewals. The Charter School shall take reasonable precautions to safeguard assets acquired with public funds. The Charter School shall manage all assets consistent with the requirements of applicable law and regulation, including without limitation NAC 387.335, 387.342 and 387.360; and NRS 388A306.
- 4.1.10 If the Charter School’s records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.
- 4.1.11 Except as may be expressly provided in this Charter Contract, as set forth in any subsequent written agreement between the Charter School and the Authority pursuant to NRS 388A.381, or as may be required by law, neither the Charter School nor the Authority shall be entitled to the use of or access to the services, supplies, or facilities of the other. Any service agreements between the Authority and the Charter School shall be subject to all terms and conditions of this Charter Contract, except as may be otherwise agreed in writing. The purchase of any services not expressly required under this contract or set forth in any subsequent written agreement between the Charter School and the Authority or required by law, shall not be a condition of the approval or continuation of this contract.

4.1.12 The Charter School shall comply with other requirements as may be imposed through state law or regulation, from time to time, on charter school finances, budgeting, accounting, and expenditures, provided that the Authority shall provide technical assistance regarding material changes to state law and regulation, and the Parties will collaborate to assure that they each remain reasonably current on the impact of any modifications on charter schools. The Parties agree that the Charter School retains primary responsibility for compliance with state law and regulation.

4.1.13 The Charter School is solely responsible for all debt it incurs, and the Authority shall not be contractually bound on the Charter School's account to any third party. A statement to this effect shall be a provision of any and all contracts entered into by the Charter School.

#### **4.2 Budget**

4.2.1 In accordance with law and regulation and as identified in the Reporting Requirements Manual, the Charter School shall submit to the Department and the Authority the school's tentative budget for the upcoming fiscal year and the Charter School shall submit to the Department and the Authority the school's final budget for the upcoming fiscal year. The budget shall:

4.2.1.1 Be presented on forms prescribed by the Nevada Department of Taxation; and

4.2.1.2 Not provide for expenditures, inter-fund transfers, or reserves in excess of available revenues plus beginning fund balances.

#### **4.3 Charter School Funding**

4.3.1 Charter School shall receive, directly from the Department, state and local aid in an amount equal to its weighted count of enrollment multiplied by the per pupil Distributive School Account amount for the county of residence of each student plus the per pupil Outside Revenue amount for that county. The count of pupils for calculating the basic support for distribution to a charter school is the "Average daily enrollment" as defined by NRS 387.1211.

4.3.2 The Charter School shall maintain and transmit all necessary student information in the format prescribed by the Department to evidence enrollment and attendance of students for purposes of receiving state aid. The Charter School will receive state payment from the Distributive School Account directly from the Department, based on "Average daily enrollment" as defined by NRS 387.1211.

4.3.3 The Charter School shall receive state aid payments quarterly unless the quarterly payments exceed \$500,000 at which time the Department will pay state aid in monthly installments directly to the Charter School.

4.3.4 All state aid payments to the Charter School are subject to correction pending the outcome of the Department's annual Pupil Enrollment and Attendance Audit.

#### **4.4 Authority Funding**

4.4.1 The yearly sponsorship fee to be paid by the Charter School to the Authority must be in an amount of money not to exceed two (2) percent but at least one (1) percent of the total amount of money apportioned to the Charter School during the school year pursuant to NRS 387.124. (NRS 388A.414)

4.4.2 The Authority shall notify the Charter School in February of the fee anticipated to be charged pursuant to NRS 388A.414 in the following fiscal year.

### **Part 5: Insurance and Legal Liabilities**

#### **5.1 Insurance**

5.1.1 The Charter School shall provide and maintain, at its sole expense without reimbursement, adequate insurance, pursuant to NAC 388A.190, necessary for the operation of the school, including but not limited to, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Charter School and its employees. Should the State legislature or State Board of Education change the amount and/or type of insurance coverage required, the Charter School shall take necessary steps to ensure compliance with the law or regulation within thirty (30) days of receiving notice by the Authority of such change. The Authority shall be named as additional insured under all insurance policies identified under NAC 388A.190.

#### **5.2 Liability**

5.2.1 As required by NRS 388A.366, the Charter School agrees that the Authority is not liable for the acts or omissions of the Charter School, its officers, agents, or employees. The Charter School agrees to defend, indemnify, and hold the Authority, its agents and employees, harmless from all liability, claims and demands on account of contract, injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the Charter School's operations.

5.2.2 If the Charter School files a voluntary petition for bankruptcy or is declared bankrupt during a school year, neither the State of Nevada nor the Authority may be held liable for any claims resulting from the bankruptcy pursuant to NRS 388A.366.

### **Part 6: Transparency and Accountability**

#### **6.1 Charter School Reporting**

6.1.1 The Authority shall provide the Charter School with a Reporting Requirements Manual on or before the commencement of the contract year and updated at least annually. The Authority shall endeavor to make the Reporting Requirements Manual as complete as possible. The Charter School shall be responsible for submitting timely and complete reports in accordance with the Reporting Requirements Manual.

6.1.2 The Authority shall provide the Charter School with an Operations Manual on or before the commencement of the contract year and updated at least annually.

## **6.2 Additional Reporting**

6.2.1 The Charter School shall be responsible for additional reporting as required for compliance with state law and regulation, federal requirements, and other applicable external reporting requirements.

## **6.3 Authority Reporting**

6.3.1 The Authority shall produce and make available reports to the Charter School in a manner consistent with the Reporting Requirements Manual.

## **Part 7: Oversight**

### **7.1 Authority**

7.1.1 Pursuant to NRS 388A.150, the Authority shall have broad oversight authority over the Charter School and may take all reasonable steps necessary to confirm that the Charter School is and remains in material compliance with this Charter Contract, the Charter Application, and applicable law and regulation. The Authority's oversight of the Charter School shall include, but not be limited to, the following activities:

7.1.1.1 Oversight, intervention, termination, renewal, and closure processes and procedures for the Charter School;

7.1.1.2 Reviewing the performance and compliance of the Charter School within the terms of this Charter Contract and applicable laws, policies and regulations;

7.1.1.3 Ensuring the Charter School's compliance with reporting requirements;

7.1.1.4 Monitoring the educational, legal, fiscal, and organizational condition of the Charter School; and

7.1.1.5 Providing guidance to the Charter School on compliance and other operational matters.

### **7.2 Inspection**

7.2.1 All records established and maintained in accordance with the provisions of this Charter Contract, applicable policies and/or regulations, and federal and

state law shall be open to inspection by the Authority and other applicable agencies, entities, or individuals within a reasonable period of time after request is made.

### **7.3 Site Visits and Evaluations**

- 7.3.1 The Authority may, at its discretion, conduct site visits to provide monitoring, support and technical assistance with five (5) days written notice. Such notice may be provided electronically.
- 7.3.2 The Authority may, at its discretion, conduct formal, targeted school evaluations. Such evaluations may include any activities reasonably related to fulfillment of its oversight responsibilities including, but not limited to, inspection of the facilities; inspection of records maintained by the Charter School; and interviews of school and other stakeholders.
- 7.3.3 Pursuant to Section 6 of Assembly Bill 462 of the 2019 Nevada Legislative Session, the Authority shall conduct a Site Evaluation of each campus of a charter school during the first, third and fifth years after entering into or renewing a contract.

### **7.4 Notification**

- 7.4.1 The Charter School shall notify the Authority immediately of any conditions that it knows are likely to cause it to violate the terms of this Charter Contract or the Charter Application. Such notification shall not be construed as relief from the Charter School's responsibility to correct such conditions.
- 7.4.2 The Charter School shall notify the Authority immediately of any circumstances requiring the closure of the Charter School, including but not limited to natural disaster, other extraordinary emergency, or destruction of or damage to the school facility.
- 7.4.3 The Charter School shall immediately notify the Authority of the arrest or charge of any members of the Charter Board or any Charter School employee for a crime punishable as a felony, any crime related to the misappropriation of funds or theft, any crime or misdemeanor constituting an act against a minor child or student, or of the investigation of a member of the Charter Board or any Charter School employee for child abuse.
- 7.4.4 The Charter School shall notify the Authority immediately of any change to its corporate legal status.
- 7.4.5 The Charter School shall notify the Authority immediately of any default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more.

7.4.6 The Charter School shall notify the Authority immediately if at any time the Charter School receives notice or is informed that the Charter School or the Authority are parties to a legal suit.

## 7.5 Intervention

7.5.1 Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a system of notification and calls for corrective action on the part of the Charter School.

7.5.2 Any complaints or concerns received by the Authority about the Charter School or its operation including but not limited to complaints filed with the Office for Civil Rights, the Nevada Attorney General's Office, and Equal Employment Opportunity Commission, shall be forwarded promptly by the Authority to the Charter School.

7.5.3 The Charter School shall promptly forward to the Authority any formal complaints or concerns received by the Charter School filed with or from the Office for Civil Rights, the Nevada Attorney General's Office, Equal Employment Opportunity Commission, and/or formal grievances filed by any party with the Charter Board. Such forwarding of complaints or concerns shall not relieve Charter School of the responsibility of resolving the complaints or concerns.

7.5.4 The Charter School shall indemnify the Authority for any costs, attorney fees, and/or financial penalties imposed on the Authority by state and/or federal authorities due to actions or omissions of the Charter School relative to regulatory compliance.

7.5.5 To the extent that concerns or complaints received by the Authority about the Charter School may trigger Authority intervention, including termination or non-renewal of the Charter Contract, the Authority may monitor the Charter School's handling of such concerns or complaints. In such cases, the Authority may request and the Charter School shall provide information regarding the Charter School's actions in responding to those concerns or complaints.

## Part 8: Termination and Default Termination

### 8.1 Termination

8.1.1 As provided by law, this Charter Contract may at any time be terminated by the Authority before its expiration upon determination and majority vote of the Authority that the Charter School, its officers or its employees:

8.1.1.1 Committed a material breach of the terms and conditions of the Charter Contract;

8.1.1.2 Failed to comply with generally accepted standards of fiscal management;

8.1.1.3 Failed to comply with the provisions of NRS 388A.010 to 388A.695,

inclusive, or any other statute or regulation applicable to charter schools;  
or

- 8.1.1.4 Persistently underperformed, as measured by the performance indicators, measures and metrics set forth in the Charter School Performance Framework for the Charter School.
- 8.1.2 The Charter Contract may be terminated by the Authority if the Charter School has filed for a voluntary petition of bankruptcy, is adjudicated bankrupt or insolvent, or is otherwise financially impaired such that the Charter School cannot continue to operate.
- 8.1.3 The Charter Contract may be terminated by the Authority if the Authority determines that termination is necessary to protect the health and safety of the pupils who are enrolled in the Charter School or persons who are employed by the Charter School from jeopardy, or to prevent damage to or loss of property of the school district or the community in which the Charter School is located.
- 8.1.4 The Charter Contract may be terminated by the Authority if the Authority determines that the committee to form the charter school or charter management organization, as applicable, or any member of the committee to form the charter school or charter management organization, as applicable, or the governing body of the charter school has at any time made a material misrepresentation or omission concerning any information disclosed to the Authority
- 8.1.5 The Charter Contract may be terminated by the Authority if the Authority determines that the charter school operates a high school that has a graduation rate for the immediately preceding school year that is less than 60 percent;
- 8.1.6 The Charter Contract may be terminated by the Authority if the Authority determines that the charter school operates an elementary or middle school or junior high school that is rated in the lowest 5 percent of elementary schools, middle schools or junior high schools in the State in pupil achievement and school performance, as determined by the Department pursuant to the statewide system of accountability for public schools; or
- 8.1.7 The Charter Contract may be terminated by the Authority if the Authority determines that pupil achievement and school performance at the charter school is unsatisfactory as determined by the Department pursuant to criteria prescribed by regulation by the Department to measure the performance of any public school.
- 8.1.8 In any instance of termination, the Authority shall provide to the Charter School written notice of termination, which notice shall include its findings and reasons for such action, and adhere to the process outlined in NRS 388A.330.

**8.2 Default Termination**

8.2.1 The Authority shall terminate the Charter Contract if the school receives in any period of 5 consecutive school years, three annual ratings established as the lowest rating possible indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools. The charter school's annual rating pursuant to the statewide system of accountability based upon the performance of the charter school for any school year before the 2015-2016 school year must not be included in the count of annual ratings for the purposes of this subsection.

**8.3 Other Remedies**

8.3.1 The Authority may impose other appropriate remedies for breach including, but not limited to, a required corrective action plan.

**Part 9: Closure****9.1 Closure**

9.1.1 In the event that the Charter School is required to cease operation for any reason, including but not limited to non-renewal, termination, or voluntary surrender of the Charter Contract, the Charter School shall cooperate fully with the Authority to ensure the orderly closure of the Charter School in a manner consistent with state law and regulation (NRS 388A.306), including, but not limited to:

9.1.1.1 Securing student records; assisting students with their enrollment in other schools; financial responsibilities and preserving financial records.

**Part 10: Dispute Resolution****10.1 Dispute Resolution**

10.1.1 Parties agree to implement the following dispute resolution plan in good faith:

For purposes of this section, a "dispute" is a disagreement over a non-material matter concerning the operation of the charter school. In the event a dispute arises between the Charter School and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within thirty (30) calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within fifteen (15) calendar days stating

whether or not he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

## Part 11: School Performance Standards and Review

### 11.1 Performance Standards

- 11.1.1 The Charter School Performance Framework is composed of indicators, measures, metrics, targets, and ratings to measure the academic, financial, organizational and mission specific, if applicable, performance of the Charter School. Pursuant to NRS 388A.273, the performance framework is incorporated into this Charter Contract as set forth in the Charter School Performance Framework in Exhibit #1.
- 11.1.1.1 The Authority may, upon request for a material amendment from the Charter Board, include additional rigorous, valid and reliable performance indicators that are specific to the Mission of the Charter School and complementary to the existing measures.
- 11.1.1.2 The Charter School Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the approved Charter Application and not explicitly incorporated into the Charter School Performance Framework. The specific terms, form and requirements of the Charter School Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authority and will be binding on the Charter School.
- 11.1.1.3 The Authority may make modifications and changes to the Charter School Performance Framework so long as Charter School and members of the public have the opportunity to provide comment through public meetings subject to NRS 241.
- 11.1.2 According to the Charter School Performance Framework, the Charter School shall annually:
- 11.1.2.1 Meet or exceed standards on the academic indicators;
- 11.1.2.2 Demonstrate financial sustainability through meeting standards on the financial indicators;
- 11.1.2.3 Operate in compliance with the terms and conditions of this Charter

Contract; and

- 11.1.2.4 If applicable, demonstrate sound performance on mission specific indicators.

## **11.2 Review**

- 11.2.1 The Authority shall monitor and periodically report on the Charter School's progress in relation to the indicators, measures, metrics and targets set out in the Charter School Performance Framework. Such reporting shall take place at least annually.
- 11.2.2 The Charter School's performance in relation to the indicators, measures, metrics and targets set forth in the Charter School Performance Framework shall provide the basis upon which the Authority will decide whether to renew the Charter Contract at the end of the term.
- 11.2.3 The Parties intend that, where this Charter Contract references or is contingent upon state or federal accountability laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Charter School Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments are required, the Authority will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Charter School Performance Framework as initially established in the Charter Contract.
- 11.2.4 While both parties acknowledge that importance of the Charter School Performance Framework, and the Authority's obligation to consider the Charter Schools performance under the Charter School Performance Framework in any decision that results in reconstitution, revocation, or termination of a charter contract, the parties also acknowledge that the Authority may reconstitute the board, revoke the charter, or terminate the charter contract prior to its expiration of a school with acceptable performance under the Charter School Performance Framework if allowed by NRS 388A.330.

## **Part 12: Contract Construction**

### **12.1 Entire Charter Contract**

- 12.1.1 The Parties intend this Charter Contract, including all exhibits hereto, to represent a final and complete expression of their agreement, which shall be considered the Charter Contract. All prior representations, understandings and discussions are merged herein, and no course of prior dealings between Parties shall supplement or explain any terms used in this document. The Parties

recognize that amendments to this Charter Contract may be approved from time to time hereafter.

**12.2 Authority**

12.2.1 The individual officers, agents and employees of the Parties do hereby individually represent and warrant that they have full power and lawful authority to execute this Charter Contract.

**12.3 Notice**

12.3.1 Any notice required, or permitted, under this Charter Contract shall be in writing and shall be effective upon personal delivery, subject to verification of service or acknowledgment of receipt, or three (3) days after mailing when sent by certified mail, postage prepaid to the following:

In the case of State Public Charter School Authority:

Director  
1749 N. Stewart St, Suite 40  
Carson City, NV 89706

In the case of Charter School:

**Democracy Prep at the Agassi Campus**  
1201 W Lake Mead Blvd  
Las Vegas, NV 89106

**12.4 Waiver**

12.4.1 The Parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or taken to constitute a waiver of any succeeding or other breach.

**12.5 Non-Assignment**

12.5.1 Neither party to this Charter Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Charter Contract unless the other party agrees in writing to any such assignment.

**12.6 Applicable Law**

12.6.1 This Charter Contract shall be governed by and construed in accordance with the laws of the State of Nevada, including all requirements imposed by regulation and Authority policy, and all applicable federal laws of the United States.

12.6.2 The Parties intend that, where this Charter Contract references federal or state laws, they be bound by any amendments to such laws upon the effective date of such amendments.

**12.7 Material Amendments**

12.7.1 Material amendments require Authority approval. Pursuant to NRS 388A.231-

360 any material amendment to this Charter Contract will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority. Changes in operation that are considered material and require the Charter School to obtain an amendment to this Charter Contract include, but are not limited to, the following:

- 12.7.1.1 Change in the Charter School's location (change of site and/or adding or deleting sites) (see 1.7.4);
- 12.7.1.2 Changes to the Mission Statement (see 2.2.1);
- 12.7.1.3 Elimination of a grade level served or expansion to serve a grade level not served (see 2.3.3);
- 12.7.1.4 Increasing or decreasing the enrollment beyond the established enrollment cap by more than 10% or 15%, as applicable, pursuant to 2.3.3 of this Charter Contract;
- 12.7.1.5 Changes to the name of the Charter School;
- 12.7.1.6 Entering into a contract with an Educational Management Organization or terminating a contract with an Educational Management Organization pursuant to 2.10.2.4 of this Charter Contract;
- 12.7.1.7 Entering into a contract with a Charter Management Organization or terminating a contract with a Charter Management Organization other than a renewal or extension to an existing contract with a CMO;
- 12.7.1.8 Changes to the Mission Specific indicators (see 11.1.1.1);
- 12.7.1.9 Changes to pupil transportation plans (see 2.13.2).

## **12.8 Non-Material Change - Notification Required**

12.8.1 Changes to this Charter Contract listed below do not require amendment as described in NRS 388A.231-360; rather, such changes shall be accomplished through written notification. Changes requiring notification include, but are not limited to:

- 12.8.1.1 Mailing address, phone and fax number of the Charter School;
- 12.8.1.2 Changes in the lead administrator of the Charter School;
- 12.8.1.3 Changes in the composition of the Charter Board (see 1.5.5.2);
- 12.8.1.4 Changes to the Bylaws and/or Articles of Incorporation (see 1.5.5.1); and

## **12.9 Other Changes – Determination as Material or Non-Material, Requiring Notification or Not.**

12.9.1 The Charter School may, from time to time, contemplate a change to the Charter School that is not identified within this Charter Contract as a Material Amendment or as a Non-Material Change that requires notification. In such an event, the Charter School is obligated to request, in writing, the determination of the Authority as to whether or not such a change requires a Material Amendment (12.7) or Notification (12.8).

**12.10 Severability**

12.10.1 The provisions of this Charter Contract are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition, and the remainder of the Charter Contract shall remain in effect unless otherwise terminated by one or both of the Parties.

**12.11 Third Parties**

12.11.1 This Charter Contract shall not create any rights in any third parties who have not entered into this Charter Contract; nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Charter Contract.

**12.12 Counterparts; Signatures**

12.12.1 The Charter Contract may be signed in counterparts, which shall together constitute the original Charter Contract. Signatures received by facsimile or email by either of the Parties shall have the same effect as original signatures.

**12.13 Material Breach**

12.13.1 A material breach is defined as a violation of this Charter Contract which is substantial and significant as determined by the Authority.

**Signature Page**

**IN WITNESS WHEREOF, the Parties have executed this Charter Contract:**

\_\_\_\_\_  
**President, Charter School Governing Body**

**Please print your name:**\_\_\_\_\_

**Date:**\_\_\_\_\_

\_\_\_\_\_  
**Chair, State Public Charter School Authority**

**Please print your name:**\_\_\_\_\_

**Date:**\_\_\_\_\_

[www.schooluserights.org](http://www.schooluserights.org)

# EXHIBIT #1: Charter School Performance Framework

[www.schooluserights.org](http://www.schooluserights.org)

## **EXHIBIT #2: Articles of Incorporation, if applicable**

[www.schooluserights.org](http://www.schooluserights.org)

## EXHIBIT #3: Charter Application

On File at SPCSA

[www.schoolhouserights.org](http://www.schoolhouserights.org)

[www.schooluserights.org](http://www.schooluserights.org)

# Exhibit C

## Handbook

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**DEMOCRACY PREP**  
AT THE AGASSI CAMPUS



**SCHOLAR & FAMILY**  
**HANDBOOK**

**WELCOME TO THE DPPS TEAM AND FAMILY!**

**2020-2021**

Democracy Prep at the Agassi  
Campus

**Democracy Prep Public Schools**  
1767 Park Avenue, 5<sup>th</sup> Floor  
New York, NY 10035

**Democracy Prep at the Agassi  
Campus**  
1201 West Lake Mead Boulevard  
Las Vegas, NV 89106

**[www.democracyprep.org](http://www.democracyprep.org)**

For information about  
the Democracy Prep  
Public Schools, please email:  
**[DPPS\\_info@democracyprep.org](mailto:DPPS_info@democracyprep.org)**

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## MESSAGE TO OUR FAMILIES

Welcome to the Democracy Prep Public Schools family!

As is the case with any family, the DPPS network needs a set of rules and guidelines to help us understand and get along with each other. The purpose of this Handbook is to ensure we have consistent expectations across our schools. The network Handbook may not answer all of your questions, but it should provide examples of Democracy Prep’s mission, procedures, expectations and guiding principles.

This Handbook replaces any prior years’ Handbooks, including those for other Democracy Prep high schools. As Democracy Prep always seeks to improve, we reserve the right to amend, modify or change the provisions of this Handbook. We will of course provide all scholars and families notice of any significant changes in the policies reflected in the following pages.

Please note that where we refer to “parents” in this Handbook, that term is meant to include both parents and legal guardians even where we do not specifically refer to guardians.

## OUR SCHOOLS

**Democracy Prep Charter School**

Grades 6-8: 2230 Fifth Avenue  
New York, NY 10037

Grades 9-12: 222 West 134<sup>th</sup> Street  
New York, NY 10030

**Democracy Prep Harlem Charter School**

Grades K-5: 2005 Madison Avenue  
New York, NY 10035

Grades 6-8: 207 West 133<sup>rd</sup> Street  
New York, NY 10030

Grades 9-12: 212 West 120<sup>th</sup> Street  
New York, NY 10027

**Democracy Prep Endurance Charter School**

Grades 6-8: 250 West 127<sup>th</sup> Street  
New York, NY 10027

Grades 9-12: 240 East 123<sup>rd</sup> Street  
New York, NY 10035

**Democracy Prep at the Agassi Campus**

Grades K-12: 1201 West Lake Mead Boulevard  
Las Vegas, NV 89106

**Freedom Prep Charter School**

Grades K-12: 1000 Atlantic Avenue  
Camden, NJ 08104

**Democracy Prep at the Stewart Campus**

Grades Pre-K-7: 1950 Rigsby Ave.  
San Antonio, TX 78210

**Bronx Prep Charter School**

Grades 6-12: 3872 3<sup>rd</sup> Avenue  
Bronx, NY 10457

**Harlem Prep Charter School**

Grades K-5 & 9-12: 240 East 123<sup>rd</sup> Street  
New York, NY 10035

Grades 6-8: 232 East 103<sup>rd</sup> Street  
New York, NY 10029

**Democracy Prep Baton Rouge Charter School**

Grades K-8: 4055 Prescott Road  
Baton Rouge, LA 70805

## OUR MISSION, VISION, AND CORE VALUES

Our Mission

Democracy Prep educates *all* students regardless of citizenship or housing status, language, or disability.

The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the

college of their choice and a life of active citizenship.

We will achieve our mission through:

- Rigorous college-prep academics
- Frequent use of data and assessment
- More time to learn
- A respectful and structured school culture
- Exemplary teachers

### Our Vision

Democracy Prep will provide a rigorous academic program focused on the knowledge, skills, and character necessary to master core academic subjects in preparation for success in college. Scholars will receive highly structured civic and leadership education, preparing them to be active citizens in our democratic society.

### Our Core Values: D.R.E.A.M. B.I.G.

**Discipline.** Our scholars, teachers, and staff understand that discipline is the key to success. We have strict rules and high expectations. We expect all adults and scholars in our community to meet these expectations so that our scholars can learn in a safe and orderly environment, and our teachers and staff continuously reinforce these expectations so as to empower our scholars to do what's best for their education and for our community. We also support our scholars as they build the internal discipline necessary to do the hard work that it takes to get them to and through college. Discipline means staying focused, following rules and instructions, studying and reading every night, and establishing and adhering to personal routines that will lead to success.

**Respect.** Our community is built on respect. Teachers respect scholars by expecting them to achieve great things and by treating them with dignity and fairness. Scholars respect all teachers and staff because they understand the importance of their education and the need to preserve precious learning time. Scholars respect each other because we are a team and family who work together to achieve our goals. Each member of our community treats every other member with respect in everything we do and say, creating a productive and supportive school environment that brings out the best in all of us.

**Enthusiasm.** When you work hard, it is essential to find joy in your work. We believe in teaching our scholars how to be joyful in their learning by approaching it with curiosity, gratitude, and spirit! We also believe in creating opportunities for our scholars to play together as a team, as enthusiasm is created by both working hard and playing hard. Enthusiasm means actively participating in every moment of class, attempting to answer questions even when you are confused, adding color to a homework assignment even when the teacher doesn't tell you to, walking with urgency to and from classes, taking a risk to try something difficult, staying positive when confronted with a challenge, and finding ways to show that you love what you do

**Accountability.** Accountability is the conscious and public act of taking responsibility for something you have done — good or bad. In order to work in a community with high expectations, respectful conversations, and positive attitudes, scholars, teachers, and staff will hold each other accountable for our words, actions and decisions. Accountability means accepting the consequences of our decisions, accepting praise, being proud of accomplishments and hard work, acknowledging and apologizing for mistakes, changing hurtful behavior into supportive behavior, and letting an adult know if someone in our community is not upholding our values. Accountability shows that we are honest and responsible with ourselves and with each



other and are therefore prepared to reach our fullest potential.

**Maturity.** To be mature means that you do the right thing because it is the right thing to do, even if no one is watching. Mature citizen-scholars find ways to be kind to their teams and families — even toward the people that you may not like. Maturity means that you work hard and put forth 100% effort because your future is important to you.

**Bravery.** Democracy Prep scholars must demonstrate bravery in their academic pursuits, as leaders in the school community, and as conscious citizen scholars in the larger world. Our motto is *Work Hard. Go to College. Change the World!* It will be impossible for our scholars to achieve each of these goals without dipping into their reserve of courage, tenacity, and bravery.

**Initiative.** Each of us in the Democracy Prep family wants to nurture scholars who are critical thinkers, problem solvers, and independent learners. We want to teach scholars who will become innovators in a variety of scholarly pursuits, and we want to coach responsible scholars who are excited to tackle a host of problems on the world stage. Therefore, we instill in our scholars the value of “initiative.” To show initiative means to assess a given situation or problem and come up with a tenable plan of action. We at DPPS do not want to cultivate passive thinkers. We want to cultivate active citizen scholars.

**Grit.** Grit enables us to be firm of mind and to persevere through significant obstacles. At Democracy Prep, we value strength: strength of conviction, strength of character, and strength as a citizen-scholar. We know that our scholars will face significant obstacles throughout their time in the high school. However, as a community, we value grit. We want to inculcate in our scholars the idea that one never gives up. One must persevere through all kinds of setbacks, undaunted, and ready to continue to climb the ladder of success.



## TEAM AND FAMILY RESPONSIBILITY CODE

**Teachers, Administrators, and Staff:** We fully commit to Democracy Prep in the following ways:

- We will arrive at Democracy Prep each day at the time determined by our school leader and stay until

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the end of the workday, ensuring before we leave that our classrooms and lessons are prepared for our scholars' success on the following day.

- We will work harder and longer than others because we will do whatever it takes for our scholars to learn.
- We will dress professionally at all times in order to convey a seriousness of purpose and to create a learning environment characterized by maturity.
- We will make ourselves available to scholars and parents by phone and email (but always and only through a Democracy Prep phone number and Democracy Prep e-mail address), and in person, and we will respond respectfully to any concerns they have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.
- We will prepare engaging and rigorous lessons with meaningful homework assignments and frequent assessments.
- We will use data from assessments and assignments to make sure every scholar succeeds.
- We will fulfill all of our school-wide obligations — including upholding hallway expectations and performing necessary coverage duties — in order to foster a cohesive, unified team dynamic.
- We will provide individual and small group tutoring to ensure our scholars succeed.

*Failure to adhere to these commitments can lead to our removal from the DPSS Team and Family.*

**Scholars:** I fully commit to Democracy Prep in the following ways:

- I will arrive to school each day on time, in full uniform, with all of my materials, and ready to learn.
- I will remain at school until dismissal.
- I will complete my homework every evening and to the best of my ability.
- I will attend required tutoring sessions, study hall, and detention after school or on Saturdays, as assigned.
- I will acquire the appropriate number of extracurricular activity hours each year to ensure that I am on pace to graduate.
- I will attend Summer Academy if it is necessary for promotion or success.
- I will share reports of my academic and behavioral progress with my family whenever I am asked.
- I will study the DPACHS Handbook and abide by the rules contained within.
- I will ask appropriately for clarification if I am confused about why something is important.
- I will use DISCIPLINE to complete my homework, prepare for tests and quizzes, arrive at school on time, and wear the proper uniform.
- I will act with RESPECT towards my peers, my teachers, all adults in the community, and all school property.
- I will show ENTHUSIASM in all that I do — learning in class, participating in after-school activities, attending a field trip or lecture, or presenting in front of the school.
- I will show ACCOUNTABILITY by admitting when I have made a mistake and by not blaming other people for my actions.
- I will strive for MATURITY in my actions and thoughts, which means figuring out the right thing to do and doing it even when no one is watching.

*I am responsible for my own behavior and I will follow my teachers' directions. I understand that failure to adhere to these commitments can lead to the imposition of appropriate consequences and the loss of privileges.*

**Families:** We fully commit to Democracy Prep in the following ways:

- Our family will ensure our child arrives at school on time or before the start of the scheduled school day

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Monday through Saturday.

- We will make arrangements so that our child can remain at Democracy Prep until he or she is dismissed.
- We will make arrangements so that our child can attend any and all required after school activities and provide documentation when necessary family affairs conflict with detention or school events.
- We will ensure our child attends Summer Academy if deemed necessary by the school.
- We will always help our child to learn in the best way we know how.
- We will review all communication from the school and our child's teachers, check and assist with homework and review planners nightly, encourage our child to call his or her teachers for help when necessary, and make sure that our child reads every night.
- We will commit to review our child's weekly progress report with our scholar every Monday.
- We will call our child's teachers and advisors when we have a concern about our child's academic or behavioral performance or progress.
- We will support the school's civic initiatives by being a registered voter (when eligible).
- We will make ourselves available to the school, attend as many school events as we are able, and be in close contact with our child's teachers.
- We will volunteer and support the school in every way possible.
- We will provide the school with our most up-to-date contact information.
- We will provide the school with all necessary up-to-date office documentation including, but not limited to, immunization records, updated physical records, change of address forms, etc.
- We will allow our child to participate in field trips if he or she has earned them.
- We will ensure our child understands and follows the school's attendance, tardiness, and uniform policies.
- We will assume good intentions of Democracy Prep staff members, understanding that they, too, want what is best for my child.
- We will do whatever it takes if our scholar is struggling emotionally or academically, including, but not limited to sitting in our child's classroom, picking up our child in an emergency, and getting outside medical care or evaluations.
- We will support Democracy Prep in enforcing the school rules so as to protect the safety, interest, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

*By working with Democracy Prep, we are building a partnership that prepares our child for success in scholarship and citizenship. Failure to adhere to these commitments can cause my child to lose various privileges at Democracy Prep.*

## BASIC OPERATIONAL EXPECTATIONS AT OUR SCHOOLS

### Arrival and Dismissal

An on-time arrival is crucial to laying the foundation for academic success. Being on time also communicates important values. We expect all of our scholars to be punctual and believe that participating in the entire school day shows accountability, discipline, and respect. Scholars are always expected to arrive on time for school and for school events. Tardiness will not be tolerated. A scholar will receive an appropriate consequence each time he or she is tardy. Repeated infractions will result in further consequences.

WEEKDAY	ARRIVAL	DISMISSAL	DETENTION/AFTER-SCHOOL PROGRAMS
Monday, Tuesday, Thursday and Friday	Seated in Advisory at 7:30 a.m.	4:00 p.m.	4:10 – 4:45 p.m. for detention & after-school programming
Wednesday	Seated in Advisory at 7:30 a.m.	12:30 p.m.	Detention: until 1:30 p.m. Extended Detention: until 2:30 p.m.

Scholars must be in their Advisory seats by 7:30 a.m. At this time, breakfast items must be thrown away and all belongings stored in scholars' backpacks. **Failure to be in one's seat, ready to go, by 7:30, will result in a school-based consequence.** Successful scholars are present and on time!

After dismissal from Democracy Prep, scholars are required to go directly home. They may not remain outside on the streets or playgrounds surrounding the campus. Scholars who do not follow staff directions to go home, or who violate our Code of Conduct while in this area either before arrival or after dismissal, will earn consequences from the school. Within 15 minutes following dismissal, no Democracy Prep scholars may be outside of the school building. Please note that Democracy Prep teachers are not available after dismissal hours to supervise scholars. The end of the school day is after tutoring.

#### Wednesday Dismissal

Scholars who do not have a detention will be dismissed at 12:30 p.m. Scholars who have earned a one-hour detention will be dismissed at 1:30 p.m. Scholars who have received an extended detention will be dismissed at or before 2:30 p.m.

#### Early Dismissal:

- Scholars may only dismiss early if an approved parent/guardian comes to the school and signs them out in person in the main office.
- Scholars may NOT be dismissed early by phone or via a written note from a parent.

#### Dismissal Window:

Parents may NOT pick up their child early from school in the 30 minute window leading up to dismissal as this is too taxing on the Ops teams at each school to orchestrate. It is of utmost importance that we ensure the safety of all of our scholars and that we know how each of our scholars are getting home, regardless of whether they are in Kindergarten or 10th grade. For these reasons, we cannot allow parents to pick up their children early when it is this close to the end of the school day. Instead, please wait in the lobby area for your child or wait outside at the dismissal gate until your child is dismissed at the regular dismissal time.

#### Out of School Suspensions:

The above early dismissal policy applies to suspensions as well. This means for all scholars, K-12, who have been suspended out of school, an approved parent/guardian MUST come up to the school to pick up the scholar and sign him/her out. Dream Coaches and School Leaders may NOT release a scholar from the building with mere verbal consent by phone OR with written consent via email or text.

#### Transportation

Democracy Prep scholars are expected to live the DREAM values all of the time, including on their way to and from school or within the local community. All requests or concerns regarding transportation must be submitted in writing to our Administrative Manager or Operations Manager. The school will provide busing

for scholars to travel to/from school if required under an Individualized Education Program (IEP).

### Attendance and Punctuality

All students enrolled at DPAC are subject to state attendance laws as well as policies and procedures set by Democracy Prep Public Schools.

Attendance is vital for the educational well-being of individual scholars and the school community. Parents and guardians are expected to ensure their child attends school every day and are strongly discouraged from scheduling appointments for their children during school hours. While scholars with superlative attendance records receive recognition for their discipline, accountability, and maturity, those who fail to meet expectations receive appropriate consequences. Scholars will not receive DREAM Dollars for any missed days.

**If your scholar must be absent due to illness or an emergency, please contact the school with as much advance notice as possible, and no later than 7:30 a.m. on the day of the absence.**

Arrangements should be made to pick up homework.

Democracy Prep records both excused and unexcused absences. In order for the absence to be verified and deemed excused, you must afford the school as much advance notice as possible and also provide documentation following the absence explaining the nature of the illness or emergency (e.g. a doctor's note or a detailed letter including the date(s) and reason for the absence). **In accordance with Nevada law, excuse notes must be submitted within three (3) days of the scholar's return to school; if not the absence will be documented as an unexcused absence, and considered truancy under Nevada law. In accordance with the law, the school is required to issue a Notice of Truancy for any unexcused absence to the parent or legal guardian.** A record of all absences and absence notes will be maintained by the school and consulted if retention becomes a possibility.

### Excused Absences

Excessive excused absences (more than 9) in a year may lead to no credit and a zero percent average in each class for the trimester and/or year, may require scholars to attend Summer Academy in order to secure promotion to the next grade, and may possibly result in retention.

Excessive excused absences will result in parents and guardians being asked to meet with school officials. Democracy Prep may inform the appropriate authorities if a scholar is repeatedly absent from school. Democracy Prep also reserves the right to require scholars who have accumulated in excess of nine (9) absences during the school year to make up all lost instructional time during Summer Academy irrespective of whether the absences are documented.

Absences will be excused if the scholar is absent with parental approval and the family provides written documentation of a valid excuse within three (3) days of the scholar's return to school. Examples of excusable absences include:

- Medical reasons such as a scholar illness (a doctor's note is required);
- School mandated leave(s);
- Death in the scholar's immediate family;
- Necessity for the scholar to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Observance of a religious holiday;
- Temporary school closings due to weather, unsafe conditions or other emergencies;
- Absences to allow scholars to visit their parent or legal guardian who is in the military immediately

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before, during or after deployment;

- Emergency or other circumstances approved by the Administrative Manager or other designee based on a detailed description of the circumstances, as authorized by the Executive Director.

***No Absences in a Trimester:*** The scholar and family are congratulated and recognized for exceptional attendance and commitment to their education.

***Three Excused Absences in a Trimester:*** Democracy Prep considers three absences in a single trimester a serious issue. When this occurs, the school reserves the right to notify the scholar's parent/guardian, and may require further steps such as requiring families to attend formal attendance meetings and create attendance "action plans".

***Six Excused Absences in a Year:*** Democracy Prep considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the scholar's parent/guardian to the school to meet with the social worker and/or school leader. At such a meeting, the problem will be discussed and an attendance action plan will be developed.

***Ten or More Excused Absences in a Year:*** If a scholar is absent ten or more times in a year, the scholar is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the social worker and school leader. Any scholar with ten or more absences will be required to recover any lost instructional time in excess of nine days during Summer Academy. The school leader reserves the right to retain any scholar who misses ten or more days of school. Additionally, scholars may also be unenrolled from Democracy Prep. If a scholar is unenrolled for attendance, his or her space at Democracy Prep is forfeited, and he or she will not be eligible to apply or enroll in future school years.

### *Unexcused Absences/Truancy*

Undocumented/unexcused absences are never acceptable. Absences will not be excused if the scholar is absent without parental approval and/or the family does not provide written documentation of a valid excuse within three (3) days of the scholar's return to school.

Any absence not accounted for within three (3) days of occurring is an unexcused absence, and considered truancy under Nevada law. In accordance with Nevada law, the school is required to issue a Notice of Truancy for any unexcused absence to the scholar's parent or legal guardian. Further steps, including requiring families to attend formal meetings and create attendance "action plans" may also be implemented.

Examples of unexcused absences include (please note that this list is not non-exhaustive):

- Babysitting;
- Running errands;
- Extended travel;
- Oversleeping;
- Sibling or parent illness (unless severe enough to be deemed a family emergency by the Administrative Manager or other designee).

### *Habitual Truancy*

Any scholar who has been declared truant three (3) or more days within one school year will be declared a habitual truant under Nevada law. In cases of habitual truancy, a scholars' family will be required to attend a formal meeting and create attendance "action plans" in addition to the state mandated Notice of Truancy. Scholars may be required to make up lost instructional time during Summer Academy.

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The school administration also reserves the right to investigate and report habitual truants to the appropriate authorities for further action. Consequences may include citations and/or a loss of driving privileges.

Additionally, scholars who are habitually truant two (2) or more times per year may also be unenrolled from Democracy Prep. If a scholar is unenrolled for attendance, his or her space at Democracy Prep is forfeited, and he or she will not be eligible to apply or enroll in future school years.

### Attendance – Tardiness

Getting to school on time is key to each scholar's success — at school and in life. Late scholars miss academics and tardiness in general is a bad habit. At Democracy Prep, learning begins the moment scholars walk in the door. Scholars who are late miss essential instruction, disrupt the learning of other children, and risk falling behind on our ambitious curriculum.

### Definition of Tardiness

Scholars who are not prepared and seated in Advisor at 7:30 a.m. are considered tardy.

### Consequences for Tardiness

The following is an outline of consequences for tardiness:

***No Tardies in a Trimester*** – The scholar and family are congratulated and recognized for being “on time” and for their true commitment to education.

***Three Tardies in a Trimester*** – If a scholar is late three times in a Trimester, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an “On Time” plan.

***Seven Tardies in a Year*** – If a scholar is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the social worker and/or school leader. At such a meeting, the problem will be discussed and an “On Time” plan will be developed.

### Unexcused Tardiness

Like unexcused absences, unexcused late arrivals are never acceptable.

As excessive tardiness is a truancy problem, excessive tardiness may place a scholar at risk of not being promoted to the next grade. Scholars with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

### Educational Neglect

Habitual absence significantly harms a scholar's educational progress. Democracy Prep is required to file a report with the CPS when a parent or guardian fails to ensure his or her scholar's prompt and regular attendance in school or keeps a scholar out of school for impermissible reasons to the detriment of the scholar's education. Democracy Prep reserves the right to notify the appropriate authorities about parents who exhibit a pattern of leaving their scholar at school after dismissal.

### School Closings

Democracy Prep generally follows the same calendar for holiday and weather-related emergencies as the Clark County School District. Families will receive an automated call from the school and an alert on the

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school website notifying them of any weather-related closings, even those that occur despite the district electing to remain open.

### Food and Meals

Democracy Prep participates in the National School Lunch Program, which provides free or reduced-price lunches to eligible scholars. Applications and eligibility criteria are provided to all parents and applications are required to be completed by all families every year. Scholars will have a nutritional snack break after Period 1.

A healthy breakfast and snack is available each day for DPAC HS scholars. Scholars are permitted to bring breakfast items to school, but must adhere to the school rules regarding appropriate time and place to eat any food items not provided by the school. According to Nevada's School Wellness Policy, all meals served at the school must meet "common-sense standards" for a healthy breakfast, lunch or snack.

Lunch is available for scholars each school day. All scholars will receive free lunch. However, families may still be required to complete free and reduced-price lunch eligibility paperwork in order to satisfy accountability requirements. Refrigerators are not available to scholars. We recommend insulated lunch bags and use of thermoses. All scholars are recommended to carry a water bottle to school. Water is the only acceptable beverage in school (besides juice or milk packed in lunches). All other beverages will be confiscated and thrown out. Drinking water during class is permitted only with the explicit permission of the classroom teacher. Water bottles must be unfrozen and in a transparent bottle.

Scholars may bring their lunch from home in a closed lunch bag with a zipper and a clear label of the scholar's name.

*Parents are responsible for informing the school of any allergies that their scholars may have prior to the school year.*

### Scholar Uniform

Uniforms create a sense of unity, professionalism, and discipline for the scholars and for the school. All Democracy Prep scholars must come to school every day, including required on Saturdays, wearing the required uniform, detailed information about which is included as **Appendix A**.

### Scholar Supplies

In order to successfully complete nightly homework, DPAC HS recommends families provide the following supplies at home:

- o pencil sharpener
- o pencils
- o pens (blue or black ink)
- o TI-83 calculator (or equivalent graphing calculator) with working batteries
- o college-ruled lined paper
- o index cards
- o a computer or word processor
- o access to the Internet

Scholars will be expected to purchase all required materials on the DPAC High School Supply List for their grade levels by the first Friday of the school year. All scholars must come to school every day with the following materials:

- o no fewer than 3 pens (blue or black ink)
- o no fewer than 3 pencils (sharpened)
- o graphing calculator and working batteries

- o loose leaf paper
- o a folder
- o a book bag

Scholars will be responsible for their own pens and pencils. Scholars must also maintain their binders, folders and other organizational supplies with high standards of neatness and cleanliness, as established by the school and teachers. Democracy Prep expects its scholars to show respect for their belongings.

Scholars must be prepared each day with the required supplies, including homework and handouts, appropriate writing utensils, and a calculator. Failure to be prepared with materials will result in appropriate consequences.



## SCHOLAR EXPECTATIONS AND RIGHTS

### Personal Belongings

Democracy Prep Public Schools are rigorous instructional settings. Therefore, personal belongings that distract from the safe, respectful, and fast-paced instructional environment are not permitted.

Examples of items not allowed in Democracy Prep schools include:

- o gum (unless as a recognized academic or behavioral modification or support) and candy of any kind;
- o permanent markers of any kind;
- o real, toy, or model weapons including pocket knives, box cutters, X-acto knives, water guns, and pepper spray (note: this is not an exhaustive list);
- o excessive amounts of cash (\$51 or more);

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- any illegal substance or inappropriate drug paraphernalia (including cigarettes, e-cigarettes, hookah pens, alcohol, or any other substance not mentioned directly here);
- stuffed animals, dolls, and toys including but not limited to fidget spinners or playing cards (unless as a recognized academic or behavioral modification or support);
- materials (e.g. songs, papers, lyrics, art, or notes) that contain inappropriate or offensive language, images or suggestions; and
- fireworks, sparklers, poppers, lighters, snappers, fountains, bottle rockets, and any other explosive devices.

Any of the items in the list above may be confiscated at the discretion of the school principal and not returned until a parent or guardian meets with the school leadership. **Unless determined otherwise by the school leader, all confiscated electronics must be picked up by parent/guardian.**

**Note:** Cell phones, radios, iPods, Apple Watches, portable gaming systems, smartwatches and other non-instructional electronic devices must be turned off and put away before entering the school property, unless explicit permission has been given by the school leader. Any electronic equipment used without permission may be confiscated. School staff are not responsible for the damage and loss of any electronic devices that have not been confiscated by a school administrator.

Scholars may bring cell phones to school for safety reasons, but cell phone use is only acceptable before school, during lunch & nutrition break, and after school. Failure to comply with this expectation may result in confiscation or another consequence.

### Scholar-Family Contact During the Day

Scholars can neither to receive messages from parents nor to transmit messages to parents during the school day except in the case of emergency. Scholars will only be given permission to use the school phone in cases of emergency or at the school's discretion. Please note that the school may not be able to take messages after 3:30 p.m.

### Search of Scholar Belongings

Democracy Prep must maintain a safe and orderly environment for all our scholars and staff. In order to do so the school reserves the right to search any and all persons or belongings on school property for illicit material. Such searches can be either random or with reasonable suspicion and may include a scholar's person, backpack pockets, lockers, cell phones, other belongings, etc.

### Computer/Internet/Email Acceptable Use Policy

This policy outlines guidelines for responsible use of Democracy Prep's Information Technology, and is designed to protect Democracy Prep's information and scholars from the possible consequences of inappropriate use of Democracy Prep Information Technology. The term "Democracy Prep Information Technology" as used herein includes, but is not limited to, Democracy Prep computers (desktop and laptop), networks (wired and wireless), telecommunications devices (fixed and wireless), facsimile machines, photocopiers, printers, software, storage media (disks, CDs, USB drives), and other technologies that may be provided to Users by the Democracy Prep for use in the course of a Democracy Prep education.

Democracy Prep Information Technology provides critical support to Democracy Prep and its scholars in the achievement of the Democracy Prep's mission, and all Users of Democracy Prep Information Technology are expected to use it responsibly and in compliance with Democracy Prep policies and applicable law.

**Privacy and Monitoring**

Users should have no expectation of privacy while using Democracy Prep Information Technology. All communications sent, received, transmitted or stored on Democracy Prep Information Technology are the property of Democracy Prep. In order to implement the Democracy Prep information security program effectively and enforce Democracy Prep policies, Democracy Prep must have the ability to monitor the use of Democracy Prep Information Technology. Democracy Prep may monitor any activity on Democracy Prep Information Technology and Users should use Democracy Prep Information Technology accordingly. Authorized Democracy Prep staff may disclose, monitor, access, review, copy, store, move, edit, delete, or otherwise manipulate any electronic information residing on Democracy Prep Information Technology as is necessary to allow for the proper functioning of Democracy Prep Information Technology, compliance with Democracy Prep policies and applicable law, or for any other appropriate purpose.

**Prohibited Activity**

Democracy Prep Information Technology shall not be used to engage in illegal, threatening, discriminatory, defamatory, slanderous, obscene, or harassing activity, including cyberbullying. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant. Democracy Prep Information Technology may not be used to solicit for any reason, or for sending mass emails (“spamming”).

**Intellectual Property and Licensing**

Users of Democracy Prep Information Technology must not infringe on intellectual property rights, copyrights, trademarks, or other licensing restrictions. Users must not illegally copy software, data, or other information without the express permission of its owner. Users who have questions about the licensing arrangement for any Democracy Prep Information Technology should direct questions to the Information Technology department.

**Software Installation**

Only software approved by Democracy Prep may be installed on Democracy Prep Information Technology. Users who wish to have software installed on Democracy Prep Information Technology should direct requests to the Information Technology department and should not install any software on Democracy Prep Information Technology without express permission.

**Malicious Code and Viruses**

Users may not knowingly create, execute, forward, or introduce any malicious computer code (e.g., viruses, Trojans, worms) into Democracy Prep Information Technology. Democracy Prep provides software tools that are designed to assist in the protection of Democracy Prep Information Technology from malicious code, but Users still must be alert and take appropriate steps to limit the risk of malicious code attacks. Users may not disable any anti-virus or any other security software. If a User suspects a malicious code attack, he or she should contact the Information Technology team immediately.

**Use of E-mail and Instant Messaging Technology and Electronic Communications**

Electronic communications such as e-mail and instant messages (collectively, “Electronic Messaging”) must be treated carefully. These electronic messages can be misdirected or misinterpreted causing damage to Democracy Prep, its employees, students, and others. Democracy Prep e-mail and instant messaging technology do not provide data privacy while in transit over other, non- Democracy Prep networks. Users are not to use Electronic Messaging, other than those that are internal to Democracy Prep, to send or receive sensitive information that requires privacy protections.

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Users should consider the following guidelines when using Electronic Messaging:

- demonstrate the same respect when using Electronic Messaging as you use communicating verbally or in a more formal written document such as a memorandum or letter;
- do not forward chain or “spam” messages;
- keep personal messages to a minimum, and be mindful of the fact that even personal messages from Democracy Prep accounts may be viewed as statements authorized or made by or on behalf of Democracy Prep, particularly when Democracy Prep’s name or a User’s title appears in the message’s return address or in its closing; and
- do not send hateful, angry, or otherwise inappropriate messages.

### **Protection of Credentials**

Users must protect their Democracy Prep passwords from disclosure and prevent unauthorized access to Democracy Prep Information Technology. Accounts and passwords are for individual use only. Users may not share passwords or accounts with anyone else. Any activity on a User’s account will be the responsibility of the User.

### **Enforcement**

Appropriate action may be taken against a User if it is found that the User violated this policy. Discipline may range in severity as provided elsewhere in this Student & Family Handbook. Further, if appropriate, a User’s privileges regarding and access to Democracy Prep Information Technology may be revoked or limited without notice at the sole discretion of Democracy Prep.

### Internet Content Filtering Policy

#### **Undesirable Materials**

Democracy Prep will take all possible precautions to restrict access to undesirable materials including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider that uses content filtering software on its equipment to screen all Internet websites by URL and/or by keyword search. However, scholars must also accept responsibility for restricting their own access to these materials. Scholars who gain access to undesirable Internet materials must report these materials to their teacher immediately.

#### **Security**

Scholars must not allow others to use their network accounts. Designated school officials may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect files stored on school servers to be private.

**SCHOLARS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER DEMOCRACY PREP’S COMPUTER INFORMATION SYSTEM (“CIS”), INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THESE SYSTEMS, OR WHILE PRESENT ON DEMOCRACY PREP GROUNDS.**

Democracy Prep reserves the right to access, view, record, check, receive, monitor, track, log, store, and otherwise inspect and utilize any or all Democracy Prep CIS, and to monitor and allocate filespace. Users of Democracy Prep’s CIS who transmit or receive communications and information shall be deemed to have consented to having the content of any such communications accessed, viewed, recorded, checked, received, monitored, tracked, logged, stored, and otherwise inspected or utilized by Democracy Prep.

Passwords and message delete functions do not restrict Democracy Prep’s ability or right to access such communications or information. Democracy Prep further reserves the right to allocate filespace as it

deems appropriate.

### **Email**

Only school-approved email will be allowed on school premises. Scholars must receive explicit permission from their teacher to engage in any other email activity.

### **Downloading**

Downloading from the Internet without approval from a member of the DREAM Team is not allowed.

### Social Media Policy

When used inappropriately, social media can transform from a powerful educational tool that allows scholars to connect, communicate, and access a wealth of informational resources into the source of serious long-term consequences. College admissions officers and prospective employers will not hesitate to use any social media missteps — even those made when a scholar is quite young — when considering an individual's candidacy for admission or employment. For Democracy Prep scholars to succeed in the college of their choice and a life of active citizenship in a hypercompetitive environment, it is imperative that they maintain digital footprints as impressive as their academic records of achievement.

In recognition of both the educational purpose that social media can serve and the necessity of certain restrictions, this policy is designed to foster the responsible and appropriate use of social media at Democracy Prep Public Schools. DPPS defines “social media” as “any method of communication in cyberspace.” For the purposes of this policy, this includes, but is not limited to, any website, program or application that involves Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, and the sharing or posting of photographs, pictures or videos and the rating or tagging of the same. This includes, but is certainly not limited to, the following examples: Facebook, Twitter, Instagram, Wikipedia, Skype, LinkedIn, Flickr, YouTube, Vimeo, Bebo, Snapchat, WhatsApp, Musical.ly and other platforms not explicitly listed or yet to be invented.

This social media policy applies any time scholars are on school grounds, using school property, under the supervision of school authority, or using social media anywhere in a manner that endangers a scholar's or staff member's physical or emotional safety, security, or well-being and materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Such activity may include, but is not limited to, threats, ethnic slurs, personal insults, obscenity, drug or alcohol related content, content of a sexual nature, and content involving violence. Scholars are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they transmit or post or are transmitted and posted on their accounts. Scholars may not disrupt the school's learning atmosphere, educational programs, or activities, and may not violate the rights of others. What would be considered inappropriate in the school or classroom is inappropriate online. This policy does not apply to a scholar's private use of social media that in no way involves or impacts upon Democracy Prep, staff, or other scholars, though Democracy Prep strongly encourages all scholars to make intelligent and safe choices when using social media, and we encourage families to monitor scholars at home when using social media.

Democracy Prep expressly reserves the right both to monitor scholar use of social media while present on Democracy Prep grounds, regardless of whether such use is done using Democracy Prep resources or the scholars own personal resources, and to monitor and inspect any device brought onto school grounds for compliance with this policy.

Social media may only be used with the explicit permission of a DREAM Team member and for educationally related purposes while on Democracy Prep grounds. Social media is not to be used, at any



time when on school grounds or when participating in a school activity, to fraternize with any other individual or to communicate non-educational messages or information. Scholars are prohibited from posting or publishing any insensitive or inappropriate information or content on any social media and from viewing any insensitive or inappropriate social media content. Should a scholar at any time post, publish, or view such social media content, he or she must notify a teacher or administrator immediately. Immediately reporting the posting, publishing or viewing of such inappropriate content will be given significant weight in considering the level

of discipline issued.

***Scholars are prohibited from communicating with teachers, administrators, staff members or contracted workers via social media. The only permissible electronic method of email communication with a teacher is through emailing the teacher or administrator at their Democracy Prep email account.***

Scholars are prohibited from impersonating or assuming the identity of any other individual while using social media. Scholars are prohibited from posting or publishing any information about themselves or another individual that is confidential or of a private nature. This includes posting information such as last names, school names, addresses, email addresses, phone numbers, private photographs or videos that were sent to them directly or via another Democracy Prep or non-Democracy Prep scholar, other contact information, or any other information a scholar might reasonably expect another individual to want to keep private. Scholars are responsible for whatever is posted to their account, so should never share personal log-in information.

Scholars are prohibited from using any device capable of capturing video, pictures, or audio to record or take pictures of any other individual without their express consent and permission. Scholars are not allowed to “tag” an individual in a picture or recording without their express consent and permission. Scholars must immediately comply with any request that infringing materials be removed from any social media platform.

Scholars should always be mindful of the fact that material posted or published online will be public for a very long time and may perhaps become a permanent part of their record. Scholars should be sensitive of others, should avoid posting or publishing anything distasteful, and should not post or publish anything they would not be willing to say to an individual in person.

### Student Employment

Democracy Prep scholars are not allowed to work during any times that interfere with school hours, including tutoring and required Saturdays. We encourage eligible scholars to only work during the summer and on Sundays whenever possible, as being a scholar at Democracy Prep is a full-time job. The Administrative Manager or Social Worker should be contacted for all Permission to Work forms. The school may require a family conference if the scholar has failing grades or an unacceptable attendance record.



## HEALTH POLICIES AND ATTENDANCE IMPLICATIONS

Scholars must be in attendance in order to achieve academic success. To that end, DPPS has clear policies regarding absences, late arrivals, and early dismissals for appointments. Democracy Prep strongly encourages all doctors' appointments to be scheduled outside of school hours, as every late arrival, early dismissal, and absence will have a detrimental effect on a scholar's academic grade.

If a scholar has a doctor's appointment for which he or she must leave school early, the parent must notify the school with as much advance notice as possible and provide proper and adequate documentation to the school upon the scholar's return. Additionally, a parent or relative over the age of 21 must sign out their scholar should they need to leave early from school. Scholars may not sign themselves out of school. At the School Leader's discretion, scholars in 11<sup>th</sup> or 12<sup>th</sup> grade *may* be dismissed upon receipt of advance written and verbal confirmation from a parent.

Scholars may not miss a full day of school for a doctor's appointment. **In the event that a doctor's appointment cannot be scheduled after school or on an early dismissal day, scholars must come to school prior to and following all appointments.** Excessive absences will be considered a violation of the Commitment to Excellence.

Whenever a scholar has missed a school day or a single class due to a doctor's appointment or required family affair, the school requires advance notice before the absence and official documentation after the absence. Families must always provide documentation for any absence. Frequent absences may result in required Summer Academy or retention.

### Medication While at School

If a scholar requires medication of any kind, including both prescription and over-the-counter medication (such as, but not limited to: asthma inhalers, prescription drugs, insulin, Sudafed, Benadryl and generic equivalents, Tylenol and generic equivalents, Advil and generic equivalents, aspirin, stomach remedies):

- Parents must submit a Medication Administration form; and
- The medication must be given to the nurse or to the receptionist by a parent/guardian in the original container.

(Over the-counter medications can have adverse effects and are therefore subject to the same restrictions as prescription medications.)

Without written approval on the Medication Administration form, scholars are not permitted to self-

administer medication. Parents must ensure that all medications are transferred into the custody of either the school nurse or the receptionist along with a Medication Administration form. If school personnel find any scholar in possession of medication, such medication shall be promptly delivered to the school nurse or receptionist, and the scholar's parent will be contacted to complete a Medication Administration form before such medication can be administered.

Any scholar who is required to carry an emergency asthma inhaler, an epinephrine injector ("injector"), or insulin, glucagon or other diabetes supplies with him/her must provide:

- A Medication Administration form stating that the scholar needs to carry the inhaler, injector, or diabetes supplies with him or her and is permitted to self-administer if applicable; and
- A second inhaler, injector, or diabetes supplies that is/are to be kept in the nurse's office or with the receptionist.

### Immunization

State law where applicable requires that all children entering school must provide proof of immunization against DTaP (diphtheria, tetanus, pertussis), IPV/OPV, MMR (Measles, Mumps, Rubella), Hepatitis A, Hepatitis B, Meningococcal Disease, Varicella (chicken pox), and the annual Influenza vaccine. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. All scholars must have on file proof of the required immunizations before they can be enrolled at a DPPS school. Failure to comply with immunization requirements may result in exclusion from school and missed school days.



Advisory

Each scholar at Democracy Prep has a faculty advisor. This teacher serves as the primary contact person for families with academic or behavioral concerns. Students meet with their advisor on a weekly basis for lessons aligned to our DREAM BIG values and check-ins regarding academic performance.

Town Hall

Town Hall is a weekly celebration of academic achievement, team building, and competition. Scholars participate in school-wide cultural routines such as school pledges, chants and songs, compete against their peers and teachers in academic and problem-solving situations, and celebrate their accomplishments as a student body.

The purposes of Town Hall are to:

- celebrate scholars' academic achievement;
- recognize individual accomplishment;
- build community through performances, skits, songs, and chants;
- bring parents, families, and members of the Democracy Prep community together to see what our scholars are learning and mastering each week; and
- build school identity and cohesiveness.

Parents are often welcome to attend Town Hall. Invitations and open dates will be provided to families.

After-School Activities:

Democracy Prep Public Schools is committed to providing a college-prep education to its scholars. To this end, each school may offer activities that foster team building, leadership, athletics, and fine and performing arts.

Specific activities may include:

- African Dance and Hip Hop • Art • Basketball • Book Club • Cheerleading • Chess • Choir
- Choreography • Debate • Flag Football • Independent Study • Black Student Union
- Latino Caucus • Men's Group • Model UN • Moth Storytelling • Programming/Robotics • Running Club
- Science Club • Softball • Step Team • Student Activities Committee • Student Government
- Study Table • Theater • Track • Volleyball • Oxford Library

Scholars who desire to start their own club or activity should approach a DREAM Team member and the Principal with their proposal. We encourage our scholars to take this leadership initiative.

Tutoring, study hall, and detention will always take precedence over after-school activities. A scholar may never skip or reschedule a consequence to attend an after-school event. Scholars must remain in good academic and behavioral standing in order to participate in after-school activities. Scholars who wish to remain after school to participate in an approved extracurricular activity may only do so when the faculty member responsible for the activity is present. Scholars who remain after school in this way, must remain in the specific areas of the building where the activity is held. Scholars must follow the Code of Conduct during after-school activities and may be removed and/or issued consequences for failure to do so.

Participation in Arts & Athletics

All scholars who participate in an after-school arts or athletic activity will have their academic progress monitored by their respective teacher/director each week during the season(s) of participation and must

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satisfy eligibility criteria established by school leadership and Democracy Prep arts and athletics directors.

### Sample Schedule

A sample schedule is included in *Appendix B*.

### Our Instructional Model

Our success as a network of schools lies partially in our clear and structured routines found in every Democracy Prep classroom. Our instructional model consists of measurable aims, direct instruction, guided practice, and independent practice. Additionally, each class has regular and frequent assessments that measure each scholar's level of mastery with the content and skills.

### Homework

Homework is an important element of our model and is essential for academic success. We expect scholars to complete every homework assignment each night. In addition to completing daily homework assignments, scholars must have an opportunity each night to practice the skills and content learned in class. Democracy Prep staff hold scholars to high levels of accountability with regard to homework, evaluate homework based on neatness and accuracy, and check homework completion each day. Homework is evaluated and contributes to a scholar's final grade in each course and eligibility for promotion

At home, scholars must have a quiet place to complete homework and review class work. Democracy Prep staff members are available in person during regular school hours and via Democracy Prep email and cell phone up until 9 p.m. each evening to answer homework questions.

*Democracy Prep believes that the reward for hard work is an opportunity to be challenged even more. Scholars who show they are capable of excelling in one area will be challenged to excel in other areas. To be clear, the amount of work does not increase; the level of difficulty and challenge, however, does increase.*

Scholars are accountable for completing all assigned work. A scholar's ability to make up work and receive credit may be conditioned on the documentation surrounding an absence.

If a scholar is absent, his or her homework should be dropped off at school by 3:00 p.m., or it will be marked as late. Scholars who are absent will receive their work on the day that they return. Depending on the campus and grade level of the scholar, this work must be completed within the next one-to-three days. Scholars who are suspended may come to school in full uniform at a time designated by the DREAM Coach to collect their homework to avoid late marks. Scholars who come outside of the designated time, or without complete uniform, will not receive their work and will receive zeros on those assignments that are not submitted on time.

Documentation must be provided in order for scholars to make up any assignments. Failure to make up any assignment — including tests, midterms, projects, and class work — will result in a 0. It is the responsibility of the scholar to both collect and submit any missed work during an absence. *In the event of an extended absence or extenuating circumstances, a scholar may petition the school leader in writing for an extension.*

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### Academic Assessment

At the high school level, Democracy Prep issues numeric grades that correlate to the listing below:

A+ = 97-100

B + = 87-89

C+ = 77-79

A = 93-96

B = 83-86

C = 73-76

A- = 90-92

B- = 80-82

C- = 70-72

F = Below 70

NOTE: Democracy Prep does not give Ds. We are aware that the lowest grade most colleges and universities will accept for entry is a C-. Because our mission is to send every DPPS scholar to the best colleges and universities, we align our grading practices with these standards.

### External Assessments and Standardized Tests

Democracy Prep prepares scholars to succeed on standardized tests required for promotion, high school graduation (State Tests), and college (SAT and ACT). As other measures of progress, DPACHS also administers the MAP examination at the beginning and end of each academic year. Standardized test scores are used to help DPACHS teachers develop strategies to improve the academic achievement of each scholar.

### Assessments

<b>Grade Level</b>	<b>Assessments</b>	<b>Purpose</b>
9-12  School-Based Assessments	Trimester Exams and Final Exams	To accurately and routinely assess student progress and ensure that our scholars are on the path to college success.
	Midterm exams in each core subject	
	Unit tests (may double as midterm in some cases)	
	Regular quizzes and/or exit tickets	
	MAP Assessment	
9 & 10  State-Based Assessments	End-of-Course Examinations	To demonstrate mastery in specific content areas and meet state-mandated requirements for graduation.
9-12  National Exams	PSAT	Needed for college applications, scholarship opportunities, and college course credit.
	SAT II Subject Area Exams	
	SAT I Exam	
	ACT	
	Advanced Placement Exams	

### College Portfolio

Every year, scholars must complete a mandatory college portfolio. This college portfolio will measure each scholar's progress towards admission into the college of their choice. By reflecting on their work throughout the year, scholars gain a deeper understanding of their own strengths and challenges in the college

admissions process.

*College Portfolio, Grades 9-11:*

In order to ensure that they are on track both to apply to and be accepted by college in the fall of 12<sup>th</sup> grade, scholars will maintain a college portfolio system, which will be presented to a panel at the end of the year. At the end of the year, the school leader may also meet with each family to discuss their scholar’s progress towards our goal of success in college.

Grade	Requirements
9 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Satisfactory transcript, including coursework grades and final examination grades</li> </ul>
10 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Satisfactory transcript, including coursework grades and final examination grades</li> <li>● Satisfactory completion of the PSAT</li> <li>● List of 10 colleges and universities that the scholar is interested, with a brief explanation as to why</li> </ul>
11 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Satisfactory transcript, including coursework grades and final examination grades</li> <li>● Satisfactory scores on End-of-Course exams, including Math I &amp; II, ELA I &amp; II, &amp; Science</li> <li>● Personal Statement Essay</li> </ul>

Promotion to the Next Grade

Democracy Prep has high promotional standards. It is not automatically assumed that a scholar will pass from one grade to the next: the scholar must earn promotion by demonstrating mastery of the essential knowledge and skills in their current grade level. Scholars may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a scholar’s course and exam grades, attendance, homework completion record, adherence to DREAM values, and other measures including teacher observations. A scholar may be retained if he or she misses 10 days in a school year, misses a significant amount of instructional time, or if the scholar fails to complete and hand in a high volume of required assignments.

High School Promotional Criteria requires scholars to pass all core courses before moving to the next grade. Scholars who fail any comprehensive exam and coursework for core classes may be eligible to attend Summer Academy in order to earn promotion to the next grade. If a scholar fails more than three classes and exams combined, they will NOT be eligible for Summer Academy and may be retained.

Graduation Requirements

In 12<sup>th</sup> grade, all seniors are expected to successfully complete the 10 Civic Skills and Dispositions requirements, and earn at least a 70 on the Senior Change the World Project and Research Paper. Additional graduation requirements include:

- Passing scores on all End of Course Examinations for all core subjects (e.g. English Language Arts, Math, Science and Social Studies)
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory completion of the following course credit breakdowns:
  - Four (4) years of ELA, Math, and Social Studies
  - Three (3) years of Science
  - Two (2) years of World Language (e.g. Korean), Arts/Humanities, and Physical Education, and 2.5 years of electives

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- Half a year of Health, and College & Career Readiness/Technical Education
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;
- 83% or above on the U.S. Citizenship Exam;
- Minimum two college acceptance letters.

Please note that only the Office of the Superintendent may revise any of these requirements, in the interest of preparing our scholars for success in college and beyond.

### Consequences for Not Meeting Promotional Criteria

The promotional criteria will be used to determine if a scholar is ready for the challenges and opportunities of the next grade. If a scholar fails to meet all promotional criteria, he/she may be eligible for Summer Academy in order to meet these criteria.

Scholars whose final assessments and final course evaluations do not meet the expectation of any particular course are required to attend Summer Academy unless it is determined that the scholar must repeat the grade in the following academic year.

Scholars whose final assessments indicate significant growth but for whom there are substantial academic skill deficiencies or content gaps may be required to attend Summer Academy at the discretion of the school leader.

Summer Academy will be considered a “fourth trimester,” and will be a factor in final promotional decisions, but will not be the only factor. A scholar may attend Summer Academy and still be retained if they do not meet the promotional requirements. In order to ensure that scholars can maximize the brevity of the Summer Academy, school leaders will ensure that behavioral expectations are high. Scholars who are sent out twice or suspended may automatically be retained. Scholars who miss more than one day of Summer Academy or are excessively tardy may also face retention.

### Academic Support and Enrichment

Democracy Prep Public Schools is committed to seeing substantial growth and achievement in every scholar. Therefore, Democracy Prep schools provide many opportunities for academic support and enrichment. These opportunities may include:

To improve his or her academic performance, any scholar may be required to attend tutoring or study sessions at the discretion of the school leader and the classroom teachers. A staff member may mandate these sessions to provide the scholar with individualized, targeted instruction. All absences require prior notification and documentation. Failure to provide documentation will result in an appropriate consequence.

After-School Tutoring: Targeted instruction is available for individual scholars who need extra support in any of their academic areas. Teachers may select scholars based on various criteria: classwork, homework, quizzes, or exit tickets. Every six weeks, scholars will rotate their tutoring sessions, based on the data. Scholars will receive notification following the midterm and trimester exams, as indicated on the school calendar (please refer to the yearly calendar). Such tutoring is also offered in school for scholars in grades 9 and 10.

Oxford Library/Study Hall is an adult-supported opportunity for scholars who require organizational and homework support. It is a quiet space reserved where scholars can work on homework after school. It also

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provides scholars with the opportunity to work on technology-based skills such as PowerPoint, word processing, or keyboarding.

Extracurricular activities are available to all scholars who are in good academic standing as determined by school leaders. Please note that certain teams, clubs, and activities meet after 4:00 p.m. Scholars in these activities may be required to sign a permission slip and obtain a parent's signature to participate in these activities. ***In Democracy Prep high schools, the expectation is that scholars — not faculty advisors — communicate if and when they are staying after school for these activities.*** Families may contact the front desk to clarify when certain clubs, teams, and sports are meeting. Failure to uphold academic or behavioral expectations may result in a scholar's inability to participate in an after-school activity.

Reading Intervention/Support: Scholars may be selected to participate in a phonics or reading program based on their needs.

Tutoring and Required School Activities: To improve their academic performance, scholars may be required to attend tutoring or study sessions at any time during the day, after school or on a Saturday at the discretion of the school leader and the classroom teachers. Whenever your child is unable to attend a required school event, it is imperative that the school receive a phone call and documentation from a family member informing the school of the absence. Failure to do so may result in a detention or in-school suspension for the scholar.

Saturday Field Trips: In order to maximize instructional time during the week, scholars may take field trips on Saturdays. Field trips improve academic performance and prepare scholars for college schedules. The purpose of these trips is academic enrichment and/or exposure to colleges and universities that they will attend in their future.

### Office Hours

In order to best prepare our scholars for the rigor and independence of college, teachers may hold office hours as a time for individual or small group support. These office hours will be posted for scholars, who will sign up 24 hours before said office hours. Please note that office hours may "fill up," so scholars must learn to plan ahead or schedule an appointment with a teacher.

### Summer Academy

Summer Academy is offered to scholars for additional academic support. To improve their academic performance, some scholars—including those who fail either a class or a comprehensive exam — may be required to attend Summer Academy in order to be considered for promotion. Summer Academy will provide support in basic skills and may also address content area gaps. All Summer Academy classes have the goal of closing the achievement gap and have the purpose of ensuring that scholars are performing at or above the expected level. Summer Academy will be considered a "fourth trimester," and will be a factor in promotion but will not be the deciding factor.

### Special Needs & English Language Learners

Democracy Prep provides special education services and English Language Learner (ELL) services for scholars in accordance with state and federal special education laws, the Individuals with Disabilities Education Act (IDEA), and the regulations implementing those laws. The Academic Collaboration Team (ACT) Program staff:

- Maintain all special education records in accordance with state and federal laws;
- Schedule all annual IEP reviews;
- Organize professional development for teaching staff; and

- Support teachers in making appropriate curriculum and instruction modifications

Although Democracy Prep offers Special Education and ELL scholars accommodations befitting their needs, we modify promotional criteria based on a scholar's classification only in isolated circumstances.

## FAMILY ENGAGEMENT

This Parent and Family Engagement Policy is available in Spanish and will also be made available in additional languages upon request as required by Every Student Succeeds Act (ESSA) section 1116(b)(1).

This Parent and Family Engagement Policy is made available to all families through the distribution of the Parent and Family Handbook, which is also available on each Democracy Prep Public Schools network school's website. The Parent and Family Engagement Policy is also made available to the local community through each school's website as required by ESSA section 1116(b)(1).

Democracy Prep is committed to having families contribute to the academic success of their scholars. As such, we use a variety of methods of communication to report to parents on their children's progress as required under ESSA section 1116(d)(1)(A) as well as to relay other information. Communication may include:

- **Regular Progress Reports:** A progress report that includes academic and behavioral updates as well as a brief overview of important school events. **Scholars receive a progress report each week.** Parents may also access Infinite Campus, our online grading platform, on their own. Parents may ask their child's advisor to help them log onto Infinite Campus in order to view their child's grades.
- **Emailing Lists:** Parents may receive email messages including electronic copies of letters, fliers, and forms as well as school and grade level announcements.
- **School Website:** Parents may access the school's website for school announcements and event updates.
- **Automated Phone System:** Parents may receive a pre-recorded message from DPPS for the following reasons:
  - to issue school-wide reminders and updates, including weather-related school closings,
  - to alert families to a scholar's absence or late arrival,
  - to remind families of important documents requiring signatures,
  - to inform families of meetings for parents or scholars, or
  - to notify families that their scholars are late or have been assigned after-school detentions. Families will be notified by a staff member no later than 12 pm Monday-Friday if your scholar earns the same day after-school detention. This will allow families ample time to make any necessary changes to accommodate your scholar's after-school detention obligation.

### Annual Back to School Night

All families, including families of Title I students, are invited to and encouraged to attend the annual Back to School Night at their child's school. Back to School Night also serves as the Annual Title I Parent Meeting for each Democracy Prep school required under ESSA section 1116(c)(1). Parents and families will be informed at the Annual Title I Parent Meeting of their child's school's participation in Title I and of their rights to be involved in the child's education. Parents will be provided with information about federally funded school programs at the Annual Title I Parent Meeting/Back to School Night, including a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure progress, and the achievement levels of the challenging State academic standards, as required under ESSA section 1116(c)(4)(B). Parents and families will also be provided materials and training to help them work with their children to improve their children's achievement. Parents are invited to the Annual Title I Parent

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Meeting/Back to School Night via flyers sent home with students. Parents will have the opportunity to jointly develop the Parent and Family Engagement Policy with educators prior to each school year as required under ESSA section 1116(a)(1). The local education agency (the charter school) will conduct an annual evaluation of the Parent and Family Engagement Policy with the involvement of parents, and findings will be used to revise the policy accordingly.

### Phone Calls

Every member of the Democracy Prep DREAM team publishes his or her cell phone number at the beginning of the year. Scholars and parents are encouraged to call teachers. If a teacher does not return a message within 24 hours, the school leader should be informed. Abuse of the phone numbers of the DREAM team will result in the imposition of appropriate consequences.

### Opportunities for Family Involvement

Democracy Prep is a partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the school leaders, superintendent, and the CEO, family involvement is not only welcome but also absolutely necessary for the success of the school. The Family Impact Managers (FIMs) (or the equivalent position)—personnel who serve as the necessary link between families and the school—hold regular meetings with parents in order to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and all school programs; all families are welcome and encouraged to get involved. Additionally, we rely on our families to support our efforts for civic engagement through:

- o Registering to vote (if eligible)
- o Assisting with voter registration drives
- o Joining scholars and the DREAM Team for primary and election day activities

The school will offer a flexible number of family engagement opportunities, and may provide home visits to families who are not able to engage with the school through school-based events.

Parents and families are invited to provide feedback and comments on the Parent and Family Engagement Policy, school programs, and the school improvement plan at various family engagement events. Family Leadership Council meetings will provide regular opportunities for parents and families to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as is practicably possible, as required under ESSA section 1116(c)(4)(C). If the school improvement plan is not satisfactory to families, the school will submit any family comments on the plan when the school makes the plan available to the authorizer as required under ESSA section 1116 (c)(5).

As part of Democracy Prep Public Schools network-wide annual professional development programs, teachers, specialized instructional support personnel, principals, other school leaders, and other staff will be educated, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between families and the school, as required under ESSA section 1116(e)(3).

To the extent feasible and appropriate, family engagement programs and activities will be coordinated with other Federal, State, and local programs operated by the school, as required under ESSA section 1116(e)(4).

Information related to school and parent/family programs, meetings, and other activities is sent to parents and families in a format such as flyers that the families can understand, as required under ESSA section 1116(e)(5). All information is translated into Spanish or any other language spoken by parents and families as needed through the use of interpreters.

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### Expectations for Families

Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support. All families are invited to schedule appointments or to stop by to connect with their scholars' teachers. As teachers and leaders are extremely busy during the school day, family members who stop by without having scheduled an appointment are not guaranteed an opportunity to speak with a DREAM Team member immediately upon their arrival.

Democracy Prep families commit to partnering with the school to:

- o reinforce Democracy Prep academic and behavior standards at home
- o check homework nightly for completion
- o help with homework
- o call teachers with concerns
- o read and sign all notices sent home by the school
- o read and respond to family communications when necessary.
- o respond promptly to disciplinary and academic calls
- o attend school-wide events
- o pick up report cards and attend trimester conferences

Through regular conferences, phone calls, and emails, teachers and school leaders shall provide assistance to parents and families in understanding such topics as the challenging State academic standards, State and local assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children, as required under ESSA section 1116(e)(1).

### Gift Giving

Outside of Teacher Appreciation Week, Democracy Prep discourages parents from giving gifts to individual teachers unless they receive prior approval from the school principal. In lieu of a gift, a handwritten note from a scholar is a more appropriate and powerful way to show appreciation and gratitude. Parents wishing to give to the school should see the School Leader for creative ways to show appreciation.

### Contact Information

At the beginning of the school year, Democracy Prep collects family contact information, including address, parent/guardian phone numbers and emails, and names and phone numbers for additional emergency contacts. It is important for the school to maintain accurate contact information on file in the case of an emergency and to provide the parent with regular updates regarding the scholars' academic and behavioral performance. It is up to the parent to notify the school immediately if there is a change in contact information.

### Birthdays

The Democracy Prep community celebrates birthdays enthusiastically at Town Hall. Out of fairness to all of our scholars and our desire to ensure an academic environment free of distraction, we ask that parents refrain from visiting scholars on their birthdays and from bringing gifts, balloons and, in light of potential allergies, food for the class. Scholars are required to be in uniform on their birthday.

### Procedures for Resolution of Parent/Guardian Concerns

Democracy Prep Public Schools is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. If you have a concern about a school policy, academic grade, suspension or discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. We are committed to addressing the concerns of our families and seeking a resolution that first and foremost benefits the academic development of your child

toward success in the college of his or her choice.

*Informal Complaint Process.* If a parent or guardian has a concern or disagreement about a classroom event, curricular or disciplinary decision, or other academic issue, he or she should first contact the teacher to attempt to resolve the disagreement through *informal* discussion. If the concern is not adequately resolved, the parent or guardian should request a further meeting. The teacher will contact the school leader and schedule the follow-up conversation. All Democracy Prep staff members are expected to respond to a parent/guardian complaint. Every effort will be made to respond to a parent/guardian complaint as quickly as possible.

*Formal Complaint Process.* If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a *formal* complaint by submitting a letter in writing to the school leader outlining, in detail, the events, policies, or decisions at issue. The school leader will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to the Democracy Prep Public Schools superintendent.

*Board of Trustees.* If the matter still remains unresolved, the parent or guardian may write to the Board of Trustees to request a review. A designated Board committee will schedule a meeting, at which time the parent will have an opportunity to address his or her concerns. The committee will issue a report on its findings to the Board prior to the next regular meeting, and the Board may take action as appropriate based on the committee's recommendations. A parent wishing to attend a Board meeting will be permitted to speak but will be asked to limit his or her comments to 3 minutes. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

*Authorizer.* If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school's authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

Contact Information for Authorizer:  
State Public Charter School Authority  
2080 E. Flamingo Rd. Suite 230  
Las Vegas, NV, 89119  
(775.687.9174)





## DREAM PRIVILEGES

Although everyone at Democracy Prep works hard for the sake of going to college and changing the world, we also believe that hard work should pay off in opportunities to have fun and enjoy life! Scholars who exhibit the DREAM values every day and who have earned DREAM dollars will have the opportunity to redeem those dollars through amazing celebrations, trips, college visits, and other fun experiences.

### In-school privileges may include:

- Dress down days
- Lunch incentives

### Extended opportunities may include:

- DREAM Trips: Indoor Sky-diving, Go-Kart Racing, Ice Skating, etc.
- International Trips (e.g. Italy, Ecuador, South Korea, and South Africa)
- End-of-the-year trips which begin small and become increasingly more distant, complex, and exciting.  
Trips have included:
  - Local museum visits
  - Out of state amusement parks
  - Picnics at Universities
  - College tours

These opportunities work as positive motivators for our scholars to continue working hard, both on their academics and their behavior. Scholars who regularly live the DREAM values will earn these great opportunities. More importantly, scholars who regularly show DREAM values are learning and practicing the behaviors that will lead to our scholars being responsible citizen-scholars, living a life of active citizenship, and place them on a path to the college of their choice.



## CODE OF CONDUCT

Without a firm and consistent discipline policy, none of what we imagine for our scholars can happen. Democracy Prep is committed to providing a safe and orderly school culture in which scholars can improve their academic achievement. Scholars whose conduct does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Therefore, every misbehavior will result in an appropriate consequence. This is the basis of our scholar Code of Conduct. Consequences may vary based on the age and grade level of the scholar, the severity of the incident, and the frequency with which the incident takes place.

### DEMOCRACY PREP CODE OF CONDUCT:

#### 1. Disrupting the School Environment

**1.1 Arriving late to school or class:** Scholar tardiness disrupts class, inconveniences others, and often results in academic difficulties. Scholars may not be late to school or class.

**1.2 Choosing NOT to attend required school, school functions or school support:** Scholars are required to attend all academic and enrichment classes, assigned consequences, and assigned support opportunities. Scholars are not permitted to leave the building without permission.

**1.3 Misbehaving on the way to or from school:** Our scholars, while in uniform, are our ambassadors to the community and should embody the DREAM values of Democracy Prep. Disciplinary action may result from choices made outside of the school building. Scholars may not misbehave while traveling to or from school or while engaged in school-sponsored activities, such as field trips or after-school activities.

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Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other scholars, being disrespectful to others, and instigating, encouraging, recording, or promoting others to fight and/or engage in criminal or otherwise inappropriate behavior. Scholars who misbehave on the way to or from school may have to be escorted by a parent or guardian to and from school depending on the severity of the situation, in addition to other consequences or requested support.

**1.4 Access to the Building:** Scholars are not permitted to block access to any room or part of the school building. Scholars may not leave the building through any exits except those officially marked.

**1.5 Leaving Campus Building without Permission:** Once scholars arrive on campus, they may not leave campus without permission.

**1.6 Violating the Dress Code:** Scholars must be in proper uniform. Only designated clothing items are allowed to be worn in school and must be worn appropriately (according to the school's Dress Code). Parents may be required to pick up children who are not properly dressed for school, bring the missing Dress Code item to the school, or authorize the scholar to return home to retrieve the necessary items. Alternatively, scholars may serve mandatory after school detention for dress code violations.

**1.7 Gum, Food, and Beverages:** Scholars may not chew or carry gum at any time at Democracy Prep (unless as a recognized academic or behavior modification or support). Scholars may not eat or drink at unauthorized times or places at Democracy Prep.

**1.8 Hallway Behavior:** Scholars may not disrupt the instructional environment while in the hallway.

**1.9 Disrupting Class and Preventing Teaching:** Democracy Prep can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Scholars may not intentionally disrupt class with any misbehaviors that distract the teacher or other scholars.

**1.10 Arriving to Class Unprepared:** When class begins, scholars must be prepared and have all necessary materials (books, pencils, portfolio, paper etc.).

**1.11 Entering or Leaving Classrooms Without Permission:** Scholars may not enter a classroom without permission, nor may they leave a classroom without having obtained a pass. Scholars must report to locations as directed by staff, and remain in a designated location.

**1.12 Failing to Complete Homework:** Completing homework is essential to the success of individual scholars and the classroom community. Scholars are expected to complete all of their homework assignments on time.

**1.13 Cheating, Plagiarism, and Copying Others' Work:** Cheating or copying the work of others (or allowing other scholars to copy work) is unacceptable. This includes any and all talking during exams irrespective of whether the chatter is in reference to the exam. In addition to other disciplinary consequences, both the scholar who copied and the scholar who allowed the copying will receive zeros on the assignment. This offense may result in in-school suspension, long-term suspension or expulsion.

**1.14 Failing to Submit a Required Signature:** Scholars are required to secure the signature of a parent/guardian on homework, class assignments and forms when requested by any school staff member.

**1.15 Forgery:** Scholars may not forge a signature.

**1.16 Using Objects as Projectiles:** Scholars may not throw or kick objects inappropriately in school.

**1.17 Lying to a Staff Member:** Honesty is an essential element of personal character and is necessary for the school to support the DREAM values. Scholars are not permitted to lie or attempt to conceal the truth.

**1.18 Being Disrespectful to a Staff Member:** A school cannot function properly if scholars are permitted to be disrespectful towards adults. For that reason, scholars may not be disrespectful towards a staff member or any other adult associated with the school. Disrespect may include but is not limited to directing the use of foul language at an adult, name calling, or engaging in unwanted or inappropriate communication.

**1.19 Ignoring or Refusing to Follow a Staff Member's Directions:** Scholars are expected to follow the directions of any staff member the first time and respond in a respectful manner. Ignoring, delaying, or refusing to respond to a staff member's directive is considered an act of defiance or disrespect.

**1.20 Being Disrespectful to a Scholar:** If scholars do not feel physically and emotionally safe in school,

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teaching and learning are made more difficult. Therefore, scholars may not be disrespectful toward other scholars. Disrespect may include, but is not limited to directing the use of foul language at another scholar, name calling, or engaging in unwanted or inappropriate communication. Participation in the exchange, posting, or commenting related to another scholar via social media that causes a disruption to the learning environment can be considered bullying or intimidation.

**1.21 Possession of Inappropriate Property:** Scholars cannot possess any electronic music or game devices in school other than as permitted above. Scholars may not possess any printed images, text, or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school.

**1.22 Gambling:** Scholars may not bet money or wager anything on the outcome of a game, contest, or other event.

**1.23 Filming and Distribution of Media Depicting Code of Conduct Violations:** Scholars may not take, share, or post photographs, pictures, or videos depicting a violation of this Code of Conduct.

**1.24 Violation of the Computer/Email/Internet Acceptable Use Policy:** Scholars may not violate the terms of the Acceptable Use Policy set forth in this Handbook.

2. Physical or Verbal Harm, Inappropriate Touching, and/or Threats

**2.1 Causing Bodily Harm:** Scholars may not cause physical injury to a scholar, school employee, or another person. Scholars are not permitted to harm or attempt to harm a scholar, school employee, or another person with or without a weapon or dangerous object.

**2.2 Causing or Intending to Cause Physical Injury:** Scholars may not cause or attempt to cause physical injury or behave in such a way that could reasonably cause physical injury to any scholar, school employee, or other members of the community.

**2.3 Fighting, Unwanted Physical Contact, or Verbal Altercation:** Scholars may not fight with other scholars from Democracy Prep or persons not enrolled at the school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated regardless of the cause of the disturbance. Scholars may not engage in verbal altercations, including but not limited to insults, yelling, or words that are reasonably likely to incite a verbal or physical confrontation.

**2.4 Play-fighting and Threatening:** Play-fighting and/or the use of threats harm the safety of the community. Scholars may not play-fight and/or threaten others playfully or with the intent of intimidating a staff member or scholars.

**2.5 Setting off False Alarms or Making a Threat:** Scholars may not intentionally set off a false alarm or make a destructive threat.

**2.6 Engaging in Sexual Activity or Inappropriate Touching:** A scholar may not engage in sexual activity or inappropriate touching of another scholar or themselves in the school building or on the way to and from school.

3. Possession or Use of Firearms, Weapons, and/or Dangerous Objects

**3.1 Possession or Use of a Firearm:** Scholars may not possess or use a firearm.

**3.2 Possession or Use of a Mock Firearm:** Scholars may not possess or use mock firearms

**3.3 Using or Possessing a Weapon or Dangerous Object:** Scholars are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have an actual weapon or mock weapon on him/her or his/her property.

**3.4 Arson:** Scholars may not set a fire or possess any form of fire-making material, including lighters, matches etc.

4. Possession, Use or Distribution of Controlled Substances, Alcohol, or Tobacco

**4.1 Using or Possessing Drugs or Alcohol:** Scholars may not use, be under the influence of, or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the nurse or trained school employee by a parent or responsible person with a doctor-

signed Authorization to Dispense Medication Form. Scholars may not be in possession of prescribed or over-the-counter drugs.

**4.2 Selling, Possessing, or Transferring Drugs or Alcohol:** Scholars may not sell, distribute, or possess with intent to sell or distribute prescribed or non-prescribed controlled substances.

**4.3 Selling, Possessing, or Transferring Tobacco Products:** Scholars may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing tobacco, or other tobacco products.

**4.4 Selling or Possessing Mock Controlled Substances, Alcohol or Tobacco:** Scholars may not sell, distribute or possess mock controlled substances, alcohol, tobacco, or drug paraphernalia.

## 5. Harassment and Violation of Civil Rights

**5.1 Violating the Civil Rights of Others:** Scholars may not violate the others' civil rights—the fundamental rights of freedom and equality that belong to everyone.

**5.2 Harassment:** Scholars may not make unwanted sexual advances towards or commit sexual harassment of any member of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, age, sexual orientation, or disability is not permitted.

**5.3 Abusive or Profane Language or Treatment:** Scholars may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks) in speech or in writing.

**5.4 Bullying and Intimidation:** Scholars may not physically, verbally (through speech or writing), or through technology and/or social media in order to intimidate or bully or attempt to intimidate or bully any member of the school community.

## 6. Theft or Vandalism

**6.1 Theft, Loss or Destruction of Personal or School Property:** Scholars may not steal, lose, or damage property belonging to someone else or to the school.

**6.2 Mistreatment or Inappropriate Use of School Technology or School Property:** Scholars must treat computers, printers, and other technology with care. Democracy Prep does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Scholars do not have the right to use school computers to access chat rooms or non-Democracy Prep emails or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Scholars are prohibited from using school telephones without permission. In the event of an emergency, scholars may be allowed to use the school telephones, but only at the discretion of school staff members. Staff members will always be the first to reach out to a parent or guardian in the event of an emergency or to inform the parent/guardian of an urgent matter. Scholars must not mistreat other school property including but not limited to text and reading books. Writing or marking on any desks or school property is strictly prohibited.

**7. Gang-Related Activity:** Scholars may not engage in any gang-related activity, which shall be defined as any act(s) that promotes gangs or gang-related activities including, but not limited to, (1) communicating either verbally or non-verbally (hand signs, gestures, handshakes, drawings, etc.), to convey membership or affiliation with a gang; (2) defacing school or personal property with gang-related graffiti, symbols or slogans; (3) requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang-related activity; and (4) soliciting others for gang membership

**8. Failure to Comply with School-Imposed Consequences:** Scholars must comply with school-imposed consequences. In order for the school to maintain high expectations and a safe and respectful school environment — two vital parts of our school culture — scholars must comply with all consequences assigned including any suspension or disciplinary action.

9. Repeated Violations of the Code of Conduct: As outlined below, repeated violations may result in consequences of greater severity or length at the discretion of the school leader or in collaboration with the Office of the Superintendent. Repeated inability to adhere to the school’s rules may result in the scholar’s removal from the Democracy Prep community.



<b>DREAM BIG Value</b>	<b>Expectations</b>
Discipline	Follow specific directions the first time given.
	Remain focused during instructional and independent work time.
	Adhere to a consistent study schedule at home.
Respect	Be respectful with your body language, and proximity when engaging with staff and peers.
	Be verbally polite to those around you. This is the expectation even when you are given a direction you do not like or agree with in the moment.
Enthusiasm	Use professional posture by sitting up & tracking the speaker, Ask and Answer questions, and raise your hand throughout the school day
	Move with urgency from place to place and from task to task.
Accountability	Apologize and take responsibility for mistakes you make.
	Come prepared and organized with all of your materials for class to school each day.
Maturity	When no one is looking still behave as if all of your teachers and family were in the room watching and listening to you.
	Be a responsible role model and leader for yourself and your classmates.
Bravery	Cultivate a willingness to take on new challenges.
	Practice and promote justice and equality in your school, community and world, even when faced with opposition.
Initiative	Ask questions when there are gaps in your understanding.
	Assess a given situation or problem and develop a tenable plan of action.
	Be an independent and critical thinker, drawing on creativity and innovation.
Grit	Relentlessly persist toward set goals despite resistance or setbacks.
	Maintain an optimistic perspective that hard work results in achievement.

**PROCEDURES FOR DISCIPLINARY VIOLATIONS**

At Democracy Prep Public Schools, we are committed to serving all scholars, especially those who need us the most, while simultaneously protecting the strong culture that makes our academic gains possible. All scholars are taught the DREAM values and are held accountable to them throughout the year. As stated above in the general Code of Conduct, misbehaviors at Democracy Prep result in consequences. If negative

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behaviors persist, or if scholars have not adequately fulfilled the given consequence, more serious consequences may be put in place. Consequences vary based on the grade level of the scholar, the severity of the action, and the frequency of the incident. Such consequences may include

- Scholar reflection on community violation (may be written, private or public);
- Removal of school privileges (including school trips, in-school privileges, etc.);
- Lunch or after-school detention;
- School/community service;
- In-school suspension;
- Short-term out-of-school suspension;
- Long-term out-of-school suspension; and
- Removal from the school community.

To preserve valuable instructional time, Democracy Prep strives to keep our scholars in school and in classrooms. However, allowing the same scholars to commit the same infractions in the same situations can have a deleterious effect on the culture of our schools. Therefore, when a scholar's actions are detracting from the ability of other scholars to learn in a safe, value-added environment, it may be necessary to remove the offending scholar from the classroom and, in the most severe cases, asked to leave the school community and eventually from the school. If a scholar's consequence involves being picked up by a parent, guardian, or authorized adult, or suspended for any period of time, a parent or guardian may be asked to meet with an administrator regarding the scholar's behavior prior to his or her return to school.

### Tiered Behavior Responses

While Democracy Prep strives to implement our behavior system consistently, we also recognize that some scholars' needs may be best met through customized behavior plans. We also seek to tailor consequences to the severity and frequency of the undesirable behavior and the scholar's individual circumstances. Both the severity of consequences and the scope and depth of structured, proactive support provided by the DREAM Team to scholars struggling to meet behavioral expectations will increase commensurate with the severity and frequency of the violations. As the consequences become more severe, we will notify and seek the involvement of families to help design and implement response plans. Democracy Prep's response to behaviors will escalate as negative behaviors escalate, with the most serious infractions of the Code of Conduct receiving the most serious consequences. Violence directed to other scholars or staff will automatically lead to the most serious consequences.

All scholars facing out of school suspension are entitled to due process. For a short-term out of school suspension (i.e., a suspension for less than ten days), the scholar will, prior to the suspension, be told by the principal or school leader the basis for the suspension, the evidence supporting the consequence, and will be able to give his or her side of the story. For a suspension longer than ten days, a scholar will have the opportunity to present evidence to the school leader in a more formal proceeding, is entitled to be represented by counsel, will be provided the evidence supporting the suspension, and will be given the opportunity to confront the evidence against the scholar and to present evidence as well. The scholar can be removed from the school immediately if a danger to others and the school environment. In appropriate circumstances the scholar may also be referred to law enforcement authorities.

The most serious consequence, if all else fails and in extraordinary circumstances, will be expulsion from the school. A scholar facing expulsion and his or her parents or guardians will be afforded all due process protections required under applicable laws and regulations including a full and fair hearing.

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### Being Proactive

It is the school's job to connect the dots for scholars and families on exactly why we work so hard and why we hold high expectations for every scholar. This messaging must come through

- New scholar enrollment;
- Family Orientations;
- Prep Academy;
- Coffee and Conversations;
- Parent/Teacher conferences
- Parent meetings upon request
- Official school notifications; and
- Ongoing informal communication and meetings with staff, scholars, and families.

### Alternative Instruction

DPPS provides scholars with alternative instruction if they are suspended or expelled (until enrolled in another school, or until the end of the school year, whichever comes first). During the period of their removal or suspension, scholars must be provided with alternative instruction, which includes, but is not limited to, classwork and homework assignments. Additionally, scholars will be permitted to take any citywide or state examinations that are administered during the suspension period for which no make up examination is permitted by the testing authority, as well as to make up school examinations that may affect their academic records. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All alternative instructional materials will permit the scholar to make adequate academic progress and must be completed satisfactorily for the scholar to return to school. Nonetheless, alternative instruction cannot replicate all the benefits of full classroom instruction and participation by the scholar.

Alternative instruction will provide the scholar with an opportunity to continue to earn academic credit and must be appropriate to the individual needs of the scholar. All IDEA mandates must be followed for scholars with disabilities during alternative instruction. In determining the alternative instruction for a scholar with a disability and for a scholar who has a 504 Accommodation Plan, consideration will be given to the scholar's IEP and behavioral intervention plan, or 504 Accommodation Plan.

### Due Process Protections

Democracy Prep holds all scholars to high expectations. Scholars with an identified disability as documented by an IEP or 504 Plan are provided with the accommodations necessary to access the curriculum. This includes accommodations that address social, emotional, and behavior concerns.

Scholars with disabilities have the same rights and responsibilities as other scholars, and are afforded due process protections under the provisions of the Individuals with Disabilities Education Act and its implementing regulations. A scholar with a disability may be entitled to disciplinary measures that align with his/her needs as outlined in an IEP, 504 plan, and/or determinations from a Manifestation Determination Review ("MDR"). Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. Re-entry meetings occur when a scholar is removed from the environment for a severe or repetitious unproductive behavior.

When a scholar with an IEP has been removed from school for either 10 consecutive days or for more than 10 cumulative school days in a school year based on conduct that forms a pattern of removal and results in a change in placement as determined by the school, he or she is entitled to a prompt review of the causal relationship between his or her disability and the behavior that precipitated the school's disciplinary action.

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The MDR is designed to determine whether (1) the conduct in question was caused by or had a direct and substantial relationship to the scholar's disability; or (2) the conduct in question was the direct result of the school's failure to implement the IEP. The manifestation team will consist of school officials, the scholar's parent or guardian, and relevant members of the multidisciplinary team. Parents or guardians will receive written notification prior to any manifestation team meeting. This notification will inform the parent or guardian of (1) the purpose of the meeting, (2) the names of the individuals expected to attend, and (3) his or her right to have relevant members of the multidisciplinary team participate at the parent or guardian's request.

The MDR will include a review of all relevant information in the scholar's file including his or her IEP, any teacher observations, and any relevant information provided by the parent or guardian. If the manifestation team determines that the scholar's conduct was a manifestation of his or her disability, the multidisciplinary team will (1) conduct a functional behavioral assessment and implement a behavioral intervention plan; and (2) return the scholar to the placement from which the scholar was removed, unless the parent or guardian and the school agree to a change of placement as part of the modification of the behavioral intervention plan. If the manifestation team determines the conduct in question was the direct result of the school's failure to implement the IEP, the school will take immediate steps to remedy those deficiencies. Lastly, if the scholar's conduct is ruled not to have been a manifestation of his or her disability, school personnel may apply the relevant disciplinary procedures to scholars with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

## VISITING OUR SCHOOL

Democracy Prep always welcomes and encourages visitors, both from within and outside of our school community, to observe our scholars and DREAM Team members in action. However, in order to assure the safety and well-being of all scholars and staff, all visitors — including parents and guardians — are required to report to the office at the main entrance of each school. Visitors may be required to have a visitor's pass once they have checked in with the front desk. Any visitor who does not report to the office, or is found in the building without authorization and a visitor's pass, will be asked to leave immediately, and the authorities will be called if the request is not heeded.

Democracy Prep maintains an open door policy with our parents and families, provided they are not a distraction to the learning environment. Family members who are over 18 are welcome to come and observe classes and school operation on non-testing days. Parents and family members are also welcome to request meetings with any member of the DREAM team. Meetings will be scheduled at the DREAM team member's earliest possible convenience. If requests for a meeting are not met, family members should report the concern to the school leader.

In case of an emergency, parents or guardians should contact the front desk either by phone or in person. Under no circumstances should parents or guardians contact scholars in their classrooms, or attempt to withdraw scholars from the building without notifying and receiving permission from the school.

### Disruptive Visitors & Restricted Access

Democracy Prep works hard to maintain a safe and orderly environment for teachers and scholars. To that end, the school reserves the right to restrict visitors (including family members of scholars and staff) who do not display the DREAM values of the larger community. Examples of disruptive visitors include those who raise their voice, use profanity, threaten scholars, staff, or other scholars' family members, or are physically or verbally aggressive in any way.

If a visitor's access must be restricted due to inappropriate behavior of any kind, they will receive a letter outlining the offenses that led to the restricted access and will be notified as to proper procedures for contact and communication with both staff and their scholar while on Democracy Prep property. If after a visitor has received a restricted access letter, they continue to disrupt the Democracy Prep learning environment greater steps may be taken including notification of the proper authorities.

## MISCELLANEOUS POLICIES AND PROCEDURES

### Nondiscrimination

Democracy Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Democracy Prep on the basis of race, color, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Democracy Prep on the basis of race, gender, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

### Harassment

Democracy Prep is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Democracy Prep requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

### Sexual Harassment

Scholars have a right to learn in an environment that is free from all forms of sexual harassment. Sexual harassment is defined as unwelcome behavior of a sexual nature that is so severe, pervasive and objectively offensive that it interferes with a scholar's educational experience. Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include:

- 1) verbal or physical sexual advances;
- 2) pressure for sexual activity;
- 3) conditioning an educational aid, benefit, or service on a scholar's participation in unwelcome sexual conduct;
- 4) sexual jokes or pictures;
- 5) comments regarding physical characteristics;
- 6) suggesting or demanding sexual involvement;
- 7) inappropriate touching, pinching, patting, or brushing against; and
- 8) dating violence, domestic violence or stalking

## Complaint Procedure and Investigation

### 1. Reporting an Incident of Sexual Harassment or Retaliation

It is the express policy of Democracy Prep to encourage those who have experienced sexual harassment to report such claims. Any scholar who believes that s/he has been subjected to sexual harassment by any employee, agent, or scholar of Democracy Prep should report the incident to their designated Title IX Coordinator Rachel Cardinal (702)-934-3056, via email at [rachel.cardinal@democracyprep.org](mailto:rachel.cardinal@democracyprep.org), via mail at 1201 W Lake Mead Blvd., Las Vegas, NV 89105, or via fax at (210)-228-3065. Scholars who believe that they have witnessed unlawful sexual harassment should report the incident and the names of the persons involved to their Title IX Coordinator and/or School Leader. Confidentiality will be maintained, and no retaliation will be allowed to occur as a result of good faith reporting of sexual harassment.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, Democracy Prep strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude scholars who believe they are being subjected to discriminating or harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

### 2. Evidentiary Standard

Respondents are presumed not responsible for the alleged conduct. Democracy Prep uses the clear and convincing evidence standard in investigations of complaints alleging sexual harassment and any related violations. This means that the investigation determines whether the allegations are highly and substantially more likely to be true than untrue.

### 3. Supportive Measures

Democracy Prep offers a wide range of supportive measures for scholars and employees. Supportive measures are free individualized services offered as appropriate to the reporting and responding parties involved in an alleged incident of sexual harassment. Supportive measures include counseling, extensions of deadlines, modification of work/class schedules, and mutual restrictions on contact.

A scholar may request to receive supportive measures even if they do not choose to participate in the school's complaint resolution process. Requests for supportive measures in connection with an incident of sexual harassment should be made to the Title IX Coordinator. Democracy Prep will grant such supportive measures, provided they are reasonable and available. The Title IX Coordinator may also initiate supportive measures to immediately respond to the situation.

### 4. Time Frame for Investigation and Resolution

While the time frame to resolve a reported incident may vary from case to case, depending on the specific facts and circumstances, it is expected that in most cases complaints will be resolved within 30 days. If the process takes longer than 30 days, both the complainant and respondent will be notified in writing.

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### 5. Initial Assessment

Once a complaint or notice of any allegation of sexual harassment is received, the Title IX Coordinator will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report. Complainant and respondent will receive written notice within 10 days of a reported allegation. Each party will have 10 days to respond in writing.

### 6. Investigation

Democracy Prep will thoroughly, promptly, and impartially investigate any reported allegations of sexual harassment or retaliation. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. No information protected by a legal privilege can be used during an investigation unless an individual voluntarily waives it. Democracy Prep will maintain confidentiality throughout the investigatory process to the extent practicable and as permitted by law.

Upon investigation, a complaint *must* be dismissed under Title IX if:

- (1) the alleged conduct does not meet the requirements for sexual harassment;
- (2) the complaint alleges conduct that did not occur in the school's education program or activity; or
- (3) the alleged conduct did not occur in the United States

Democracy Prep will also investigate and address complaints based on harassment taking place on Democracy Prep international trips pursuant to other statutes and its Code of Conduct.

A complaint *may* be dismissed under Title IX if:

- (1) Respondent is no longer enrolled or employed by Democracy Prep; or
- (2) Specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegation(s)

### 7. Notice of Outcome

The complainant and respondent will receive simultaneous written notice of the outcome of the investigation.

### 8. Responsive Action

Misconduct constituting sexual harassment or retaliation will be dealt with promptly and appropriately. Dishonesty during an investigation or making a false complaint, in bad faith, also constitutes actionable misconduct. Responsive actions for misconduct may include, for example, referral to counseling, monitoring of the offender and/or disciplinary action such as warning or reprimand, suspension, or removal from the school community.

### 9. Appeal

Both the respondent and complainant may request a prompt review of the outcome of the investigation. A party may seek an appeal under the following circumstances:

1. After a mandatory or discretionary dismissal;
2. A procedural irregularity affected the outcome of the matter;
3. New evidence has been discovered that was not reasonably available at the time of the determination; or
4. A conflict of interest on the part of the Title IX Coordinator, an investigator who compiled the evidence, or a decision-maker, and the conflict of interest affected the outcome of the case

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A request to appeal the outcome of an investigation may be made in writing to the Title IX Coordinator, providing the basis for that request and any evidence to support the request. Upon receipt, the Title IX Coordinator will inform the other party of the request and provide the other party with 7 days to respond, including the submission of evidence if desired. After considering the parties' written statements, the decision-maker on appeal will issue a written decision and send it to the parties simultaneously.

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### Public Documents / Freedom of Information Law (FOIL)

Democracy Prep fully complies with all the Freedom of Information Law (FOIL). Any requests for school records or information from the school must be in writing and submitted to the school leader. Within five business days of receipt of a written request, the school, depending on the requested information, will respond by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.

If the person requesting information is denied access to a record, s/he may, within 30 days, appeal such denial to the school leader. Upon timely receipt of such an appeal, the school, within 10 business days of the receipt of the appeal, will fully explain the reasons for further denial or provide access to the record(s) sought. The school will also forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government. If further denied, the person requesting information may further appeal through an Article 78 proceeding.

The school may deny access to requested records if:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes; and/or
- Such records are internal materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by state law. Types of records held by the school may include:

- Student Health Records
- Student Immunization Records
- Student Medical Records
- Safety Records

- School SAVE Plan
- Reports of Fire Department Inspections
- School Contracts
- Management Contract Records
- Outside Contract Records
- Personnel Files
- Fingerprint Clearance Records
- Certification Records

### Education Records and Family Educational Rights and Privacy Act (FERPA)

Federal and state laws provide parents or guardians and eligible scholars (those who are age 18 or older) with rights of confidentiality, access, and amendment relating to their education records. Copies of the regulations detailing these rights are available from the Scholar Administrative Manager. The following is a general overview:

Confidential Records include grades, evaluations, disciplinary actions, and health records. Release of scholar records generally requires written consent of the parent or eligible scholar. However, the regulations provide certain exceptions. For example, staff members and employees of the district have access to records as needed to perform their duties. Scholar records will also be sent to schools as required by Nevada law and regulation. *Please note that at Democracy Prep scholar work and results are prominently displayed in classrooms and in the community as part of our educational program.*

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents and guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

In accordance with FERPA law, Parents or students over 18 years of age have the right to inspect and review the student's education records maintained by the school within 45 days of the day that Democracy Prep receives a request for access. Requests for education records should be made in writing to the operations manager and specify which records the parent or eligible scholar wishes to inspect. The operations manager will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected. Parents or students over 18 years of age have the right to request that the school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. The issue will first be heard by the Chief Executive Officer of Democracy Prep Public Schools or the CEO's designee. If the parent or eligible student is still not satisfied with the decision of the CEO or the CEO's designee, a hearing with the board of directors or a designated subcommittee of the board may be requested. The decision of the board of directors or its designated subcommittee is final.



The school may disclose, without consent, “directory” information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any parent who

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does not want such directory information included should contact the school's Operations Manager.

This listing in the Student & Family Handbook serves as the school's annual notification of parents and eligible students of their rights under FERPA.

Generally, the school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, the school may disclose education records without prior written consent as permitted by FERPA, including the FERPA exception for disclosure to school officials with legitimate education interests. A school official is a person employed by the school in an administrative, supervisory, academic, research or support staff position; a contractor, consultant, or other outside service provider retained to provide various institutional services and functions under contract; or a person serving on any schoolboard, committee, or council.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities on behalf of the school.

In addition, the school may disclose education records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Parents and eligible scholars have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA or its notification requirements. The name and the address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

#### McKinney-Vento Information

Each campus has a designated staff person who understands and is able to carry out the mandated duties of serving as the McKinney-Vento Liaison on behalf of students experiencing housing instability. The name and contact information of the McKinney-Vento liaison and the rights of students in temporary housing can be found on each school's website and are also posted in the main office of each school.

DPPS schools ensure the immediate enrollment and full participation of children and youth experiencing homelessness even when they do not have the documents normally needed for enrollment (e.g. proof of immunizations, proof of residency, birth certificate, school records, etc.), including students with IEPs. DPPS schools also ensures the continued enrollment of students who become homeless, including those students who are temporarily residing outside of the boundaries of a school's district of location.

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Administrative Managers ensure that students experiencing homelessness, including unaccompanied homeless youth, are immediately enrolled, even if they are missing records.

Transportation is promptly provided (within 3 days) for homeless students for the duration of homelessness, including to students who are temporarily housed outside of the boundaries of the school's district of location. Transportation is provided up to 50 miles each way. Transportation is provided for students who are homeless to participate in after-school activities and summer school if the lack of transportation poses a barrier.

Transportation is also provided to maintain the enrollment of children in foster care, when in their best interest, for the duration of the time in foster care.

Board Meetings

Pursuant to the Open Meetings laws, all meetings of the school's Board of Trustees are open to the public. A schedule of all meetings, including date, time and location will be posted in a prominent space at the school and on the school's website.

Human Services

Below are several emergency telephone numbers that may be useful to parents/guardians and scholars:

Las Vegas Numbers

Child Abuse Care Line	702-399-0081
Domestic Violence Hotline	702-646-4981
Drug Dependence Hotline	888-616-0364
Mental Health Hotline	702-486-6000
Police/Fire Emergency	911
Las Vegas Poison Control	1-800-222-1222
Rape Crisis Hotline	702-366-1640
Runaway Hotline	1-800-621-4000
Suicide Prevention	1-800-273-8255

The Democracy Prep uniform always includes required tie, shirt, pants, belt, socks, and shoes. Shoes and belts must be solid black. Socks may be any desired color or pattern. Glasses or contact lens must be worn for scholars who need those accommodations. Jewelry is limited to simple earrings. Necklaces must be worn underneath the shirt.

### **The Democracy Prep High School Uniform**

1. Light blue button-down oxford shirt with DPAC logo.
  - a) Shirt neatly tucked into pants.
  - b) Clean white undershirts are recommended beneath the uniform shirt and required beneath uniform shirts that are thin.
  - d) Short-sleeve undergarments may not be longer than the oxford shirt and may not show beneath or through the uniform shirt at all.
2. Khaki slacks with belt loops or shorts.
  - a) Slacks may not have pockets anywhere on the leg (no carpenter or cargo pants).
  - b) Slacks may not have any visible logos.
  - c) Slacks may not be made of jean or corduroy material.
  - d) Slacks may not be too loose or too tight.
  - e) Slacks must be worn at or above the hip line.
  - f) A khaki pleated skirt purchased through Campus Club, the school's official uniform vendor. This skirt MUST be no shorter than 2 inches above the knee and must be from Campus Club only.
  - g) When wearing skirts, scholars should wear either 1) no tights/stockings with socks of any color OR 2) tights/stockings in one of four colors (navy, black, white, grey).
3. Official navy & gold striped tie.
4. All black belt — no studs, designs, or extra notches.
5. Socks of any color
6. All black shoes — no logos or markings of any other color are permitted.
  - a) Solid black boots may also be worn. However, pants may never be tucked into boots and boots may not be worn with the gym sweatpants.
  - b) Scholars may also wear plain black “Mary Jane” style shoes or basic flats.
8. Undershirts must be solid and one of the following colors: white, navy blue, light blue, black, or gray. Long sleeve undershirts of any color are NOT allowed under short sleeve uniform shirts.
9. Official DPAC sweater during cold months.
10. All hair colors and designs/shavings are permitted with the exception of known gang affiliations or vulgarity. Hair coloring and styling should not be distracting to the learning environment.

### **Scholars May Not Wear The Following**

1. More than two earrings per ear
2. Excessive perfume, cologne, or makeup.
3. Outer garments — such as hoodies or sweatshirts — other than the Democracy Prep sweater.
4. Colored or patterned undershirts that show at all beneath the uniform shirt.

The Democracy Prep uniform NEVER includes tattoos, fake tattoos, any sort of visible writing on the skin, fanny packs, facial piercings, kerchiefs, bandanas, hairnets, other head coverings which do not have a religious or cultural purpose, or outer garments such as hoodies or sweatshirts not earned as DP swag.

**Other Uniform Expectations**

1. Artificial and natural nails must be kept short (less than 1/4 inch from the nail bed).
2. All scholars must carry a book bag large enough to hold all school materials and supplies without exposing or damaging them. Backpacks on wheels are permitted, as long as they also have straps and are not dragged on stairs. String book bags are not permitted. Bags that close via zipper or flap are highly recommended.
3. Scholars may not change out of their uniform after school at any time while still in the school building without permission from a member of the DREAM Team.

Each DPAC high school underclassman will take gym. For the time scholars are in gym, they are required to wear the DPAC gym uniform.

The DPAC gym uniform consists of:

1. Navy blue DPAC gym shirt with heather grey DP sweatpants or gym shorts from Campus Club. Scholars may wear a long-sleeved undershirt underneath the gym t-shirt but can only be navy blue, white, black, or grey in color.
2. Appropriately supportive sneakers. Scholars may not wear boots with the gym uniform.
3. Shorts must be no shorter than two inches above the knee.

**Other Physical Education Expectations**

- Girls should wear appropriately supportive undergarments. No underwear or undergarments should show at any time.
- Girls should make sure their hair is neatly pulled back.
- If instructed by their School Leader, scholars should be prepared to change in communal same-sex changing rooms both before and after PE.
- Perfume or other fragrance sprays may not be applied in the changing rooms or bathrooms due to sensitivity for scholars and staff with allergies.
- Deodorant must be worn.

**Saturday Uniform Expectations**

Scholars attending any Saturday event at the school may dress down using the following guidelines outlined on scholar dress down days:

- Scholars must wear either a Democracy Prep or college shirt;
- Scholars must wear all-black sneakers or boots; and
- Scholars may wear non-ripped jeans or khakis.

## APPENDIX B: SAMPLE SCHEDULE

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
7:00 – 7:25	Breakfast	Breakfast	Breakfast	Breakfast
7:30-8:04	Advisory	Advisory	Advisory	Advisory
8:07 -9:17	Biology	Chemistry	Physics	Sociology of Change
9:20-10:30	Algebra I	Geometry	Algebra II	Calculus
10:33-11:43	Global History	US History	US History	Government
11:46-12:21	Lunch	Lunch	Lunch	Lunch
12:24-1:34	Literature I	Literature II	Literature III	AP Literature
1:37-2:47	Korean I	Korean II	Spanish III	Elective Class
2:50-4:00	Elective Class	Elective Class	Elective Class	Elective Class
4:10-4:40	Extracurriculars and Tutoring	Extracurriculars and Tutoring	Extracurriculars and Tutoring	Extracurriculars and Tutoring

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APPENDIX C: DISCIPLINARY UPDATES

The content below refers to content within the DPPS Discipline Handbook that will provide you with standardized systems, guidelines for network-wide non-negotiables and best practices, and answers to frequently asked questions about discipline at DPAC. This guide is meant to be referenced when needed and especially prior to reaching out to the Office of the Superintendent with requests or questions you may have regarding the topics laid out below. We have made updates to specific sections of the Discipline Handbook based on feedback and our evaluation of specific sections that will continue our efforts in providing fair and thoughtful consequences when situations arise. Please find below the section header, pages updates were made to, and a brief description of the updated details:

1. **Suggested consequences for send out refusals**

**On page 7** of the DPPS Discipline Handbook, you can find updates to best practices on how Democracy Prep should respond to send out refusals. Leaders still reserve the right to implement an escalated consequence based on the intervention that best meets the needs of the scholar.

---

2. **Detention**

**On page 12** of the DPPS Discipline Handbook, you can find an update to same-day detention expectations. In the past, the handbook read that families have to be notified no later than 3pm, but that information has since been updated with the following language: If scholars serve same-day detentions for infractions that occurred during the school day, communication should happen no later than 12pm to ensure that scholars can stay and attend detention, and families have enough time to plan for their scholar's updated dismissal time. If a scholar is unable to participate in detention on the same day, they should automatically be scheduled for detention on the following day. If a scholar earns an infraction after 12pm, they should serve detention the next date.

3. **Investigations**

**On page 17** of the DPPS Discipline Handbook, you can find an update on places and items that should be searched when conducting an investigation.

4. **Physical Restraint & De-escalation**

**On page 27** of the DPPS Discipline handbook, you can find the CPI refresher training linked as a resource. Slides 1-132 provide information, videos, activities, and examples of best practices to use to de-escalate crises or escalated situations with scholars.

5. **Suspensions**

**On page 23** of the DPPS Discipline Handbook, you can find an update on how Democracy prep shall approach situations related to the possession of drug paraphernalia without the presence of drugs.

**On page 23** of the DPPS Discipline Handbook, you can find an update on how Democracy Prep shall approach situations where a scholar is suspected to be under the influence.

**On page 24**, of the DPPS Discipline Handbook, you can find an update on suspension communication for suspensions pending OOTS approval.

6. **Circle Back Conventions**

The circle back convention section is located on pages 37-39 of the DPPS Discipline Handbook. This is a completely new section that we added, given how essential the skill of circle backs are to our network-wide priority of "Purpose Over Power" and "Meaningful Resistance."

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**COMMITMENT TO EXCELLENCE**

I fully understand the expectations, standards, and policies set forth in this Handbook and agree to demonstrate my commitment to my education by adhering to the DREAM values in the manner outlined above. I recognize that failure to abide by these standards and policies will result in the imposition of appropriate consequences as described throughout this Handbook. I acknowledge that I am responsible for my own behavior, and I pledge to follow directions issued by my teachers and school leaders. Democracy Prep Public Schools are schools of choice. I understand that my parents or guardians are free to remove me at any time.

Scholar: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Date: \_\_\_\_\_

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# Exhibit D

## DPAC Curriculum



12th Grade Sociology of Change  
**Change the World - Course Syllabus**



Teacher: Kathryn Bass  
[kathryn.bass@democracyprep.org](mailto:kathryn.bass@democracyprep.org)  
(702) 673-2506

*“You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world.”*

- Woodrow Wilson

*“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”*

- Margaret Mead, Anthropologist

*“Our biggest threat is not an asteroid about to crash into us, something we can do nothing about. Instead, all the major threats facing us today are problems entirely of our own making. And since we made the problem, we can also solve the problems.”*

- Jared Diamond

## **ESSENTIAL QUESTIONS:**

- Can one person change the world?
- How do you measure the success of change?
- Does all change indicate progress?

## **OVERVIEW:**

The Change the World Project at DPACHS is an opportunity for you to demonstrate what you know and to showcase your achievement. It must be successfully completed as a component of your senior year, which is required for all graduating seniors. This project introduces a process for lifetime learning. Learning does not end with your formal education; in the world beyond school, learning is ongoing. Adults in the workforce research, read, write, and collaborate with others to solve problems, to expand opportunities, to satisfy curiosities, or to contribute to projects every day.

The Change the World Project is a fitting conclusion to your high school education. It offers opportunities to expand individual knowledge, explore career paths, and impact society on a broader level. Through the project, you are able to demonstrate accumulated skills in time

management, research, problem solving, human interaction, organization, and public speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities you will be expected to demonstrate as college students and / or employees, and that will help you make the transition from school to work / college / military service.

The Sociology of Change course is intrinsic to your success in completing the project. In this class you will be exposed to social change and social movement theory. We will use case studies to learn and apply social change theory to both modern and historical change movements. This analysis will be instrumental in the development and execution of your Change the World Project.

## **COURSE COMPONENTS:**

**The first component** requires you to conduct academic research to write a **research paper**. This paper will reflect your process throughout your Change the World project; you will present your guiding question(s), literature review, methodology, and the results of your project. You must research and document information on a subject of your choice -- a subject in which you have an interest, but are not already an expert. Your research must be a worthwhile stretch beyond what you already know.

**The second component is your project - or product**. Each senior will plan and carry out an independent, meaningful, long-term project that benefits the students and a larger community. Anticipate spending 100 hours developing and executing this project with assistance from your mentor. Select a product within your financial budget, keeping in mind that you are **not expected or required** to spend money on order to Change the World; however, you may need to raise some funds to complete your project.

The final component of the project will be the oral presentation. This will be a PowerPoint presentation between eight to ten minutes, live-and-in-person. Following the presentation, you will be asked several questions by the panelists. *You must arrive in professional dress*. Your presentation date and time will be assigned to you. Presentations occur the week of May 17, 2021.

### **I. PROJECT COMPONENT:**

- A. A Project Proposal will be submitted describing the project and the aspect of that project to be researched; this can contain questions you have and different possibilities you hope to explore in connection with your project.
- B. Product must be related to research (think about a product to fix, improve, do, learn, understand, see, create, or experience in your community or world).
- C. Product must give back to a larger community

- D. Product must be tangible, service oriented, or skill-based
- E. Product must present a learning stretch, taking you beyond what you have ever done before
- F. Product should align with your interests or future plans
- G. **Product must be completed by student...NOT by mentor or parent**

## II. RESEARCH CLASS COMPONENT:

- A. Conduct research on your guiding question(s). The paper must argue a point, purpose / support a solution, or elicit a change in belief, and include specific quantitative or qualitative data to show measurement of problem, impact of project, and potential future change.
- B. **Chicago Manual Style of citation**
- C. 22-30 pages of written text; graphics and visuals are acceptable **but do not constitute written text**
- D. 15 sources minimum with an annotated bibliography
- E. Typed, double-spaced, one inch margins, Times New Roman 12 point font
- F. Free from plagiarism. Plagiarism is unethical and writing such papers will be documented and considered in the final grade, which may affect your final transcript.
- G. Turned in on or before due date

\*\*\*Papers with any plagiarized material will be rated FAIL and must be rewritten and resubmitted prior to final deadline to be considered for a proficient grade\*\*\*

## III. ORAL PRESENTATION COMPONENT:

- A. The presentation demonstrates that the student has met the basic requirements of the project (fix, improve, do, learn, understand, see, create, or experience in their community or world; at least 100 hours to complete; give back to a larger community; challenge and expand the student's knowledge and / or skills; pursue the student's interests or future plans; is meaningful, real, and "hands on").
- B. The speaker presents extemporaneously - the speech is not read from slides or notecards and may not be pre-recorded. Minimal notes are allowed.
- C. Meets the time requirements. (Between 8 and 10 minutes live-and-in-person presentation)
- D. Judged on content and delivery. Language is accurate, professional, and articulated well. Voice is appropriate for the room size.
- E. The presentation is organized using a traditional presentation format:
  1. Introduction (get the audience's attention, gives them a reason to listen, and previews the presentation)
  2. Organization (is easy to follow, clear logical order, and is fully developed)

- 3. Conclusion (reviews the main points and gives the audience action to take, based on what they heard)
- F. Attire and personal appearance are professional and appropriate for the presentation. It encourages the audience to see the speaker as a legitimate participant in the activity being presented.
- G. Vulgar or inappropriate material is not worthy of evaluation. Any presentation that violates community standards will be stopped and will be rated unsatisfactory.

**THINGS TO REMEMBER:**

- **This is a graduation requirement. If you do not meet standards, you will not graduate.**
- This project will need to be done primarily on your own. There will be time during class to get help and guidance; however, you should anticipate doing most of your work outside of the regular school day.
- Ms. Bass is here to help you. You should have monthly one-on-one meetings with her, scheduled by signing up or requesting time via email.
- You must pay close attention to specific details, directions, and due dates.
- You are expected to adhere to the Democracy Prep Academy Integrity Policy in your student handbook. In other words, **don't plagiarize.**

<b>Grading and Major Assignments</b>	<b>Formatting Papers</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>● Classwork: 20%</li> <li>● Homework: 10%</li> <li>● Test, Quizzes, Papers: 70%</li> <li>● FINAL CTW Project will represent <b>60% of Total Grade</b></li> <li>- Research Paper = 50%</li> <li>- Oral Presentation = 30%</li> <li>- Project = 20% (Pass / Fail depending on their ability to follow through with action plan)</li> </ul>	<p>All major papers (and projects) should be submitted in the following format:</p> <ul style="list-style-type: none"> <li>● Typed</li> <li>● <b>Times New Roman</b></li> <li>● <b>12 point font</b></li> <li>● Double-spaced</li> <li>● 1” margins</li> <li>● <b>Chicago Manual Style format</b></li> </ul>	<ul style="list-style-type: none"> <li>● 2 inch binder</li> <li>● Loose leaf paper</li> <li>● 3 to 6 dividers</li> <li style="text-align: center;">OR</li> <li>● College-ruled notebook</li> <li>● Folder</li> <li style="text-align: center;">AND</li> <li>● Pens / pencils</li> <li>● Highlighters</li> </ul>

*“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”*

- Dr. Seuss

*“Everyone thinks of changing the world, but no one thinks of changing himself.”*

- Leo Tolstoy

## EXPECTATIONS:

### 1. Student Engagement and Communication:

- a. The readings are a very important part of the class. **Readings need to be completed BEFORE coming to class. This is your senior year.** Time allotted to read in class will be minimal to nonexistent. Please come to class ready to discuss them. You may be called in and asked to summarize the main points of a reading whether or not you raise your hand.
- b. Class participation is important, as this course involves learning from each other, from discussion and from participatory exercises. Both speaking and focused listening will be valued; either too much silence or too much over participation (interrupting others or dominating discussions) could negatively affect your grade. If you miss a class session, you are responsible for getting notes from a classmate.

## SOCRATIC SEMINAR

We will be using a modified format of Socratic Discussion in which I may initially jump in to lead the discussion, get the discussion back on track, and / or pose questions to you. This will only be toward the start of the year. Eventually, this class will function as a full Socratic Seminar in which you will question each other, lead discussions with governing questions, and get discussion back on track if the need arises. Eventually you will not go through me to discover answers, or rely on me to further the questioning, though I may still participate as a member of the group. This will be a gradual process.

2. **Absences:** Students have 24 hours to complete missed assignments after an absence per the Democracy Prep policy.
3. **Materials:** Readings will be provided in a course pack and a weekly assignment calendar will be handed out. If the readings are not brought to class, students will be unable to participate which will result in a zero for the day. The course pack will be expected in class each day.
4. **Writing:** All assignments will be written assignments. Students are expected to type ALL MAJOR assignments. No exceptions.
5. **Late Work:** If a scholar is absent, they have 24 hours from the date of return to make up work due to absence.
  - a. Ms. Bass' Late Work Policy: If a scholar does not turn in an assignment on time, they have 24 hours to turn it in late and have it be graded - the best grade a scholar can receive on a late assignment is a C (75%). After 24 hours, the scholar will

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receive a 0 and the assignment will not be accepted. Scholars must advocate for themselves and reach out to Ms. Bass if they need an extension on any assignments, and must reach out BEFORE the due date and time - extensions will be given on a case by case basis and may not always be granted.

*“Don’t ask what the world needs. Ask what makes you come alive, and go do it. Because what the world needs is people who have come alive.”*

*- Howard Thurman*

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# Exhibit E

## 9/17/2020 Letter

Done

Sociology of Change Response Letter.pdf



# DEMOCRACY PREP

## AT THE AGASSI CAMPUS

*Work Hard. Go to College. Change the World!*

September 18, 2020

Dear Ms. Clark,

Thank you for engaging with me during our conversation on Tuesday. Per our conversation, I am writing to provide a formal decision to your request to have William removed from the Sociology of Change course.

After reviewing all of the documents from Ms. Bass, the course syllabus, and hearing your concerns, I have determined that the Sociology of Change Course is still a valuable learning experience for William (and his classmates) and will continue to be a required course for his graduation from DPAC.

As noted in my follow-up to William, DPAC must be a safe, inclusive, and respectful environment for all scholars. We welcome civil academic and social discourse. Moreover, our scholars' ability to understand others' point of view and evolve their thinking is a critical skill to develop, and we hope that by scholars in the Sociology of Change course continuing to engage with one another on a variety of topics where scholars may have varying opinions, our scholars will be able to better engage in this discourse as they build coalitions in their communities.

At Democracy Prep our mission is to educate responsible citizen scholars for success in the college of their choice and a life of active citizenship. In short, we expect scholars to "Work Hard. Go to College. [And] Change the World!" In order to prepare scholars for those tasks, we need to provide experiences on campus that allow scholars to practice the necessary skills to achieve that lofty goal. The Change the World project is an opportunity for our seniors to demonstrate their mastery of the required skills of problem identification, solution design, coalition building, and project execution. The Sociology of Change course is intrinsic to their success in completing the project. In the class they are exposed to social change and social movement theory. Their analysis of social change movements and theory is integral to their growth and execution of their projects.

I continue to stand behind the Change the World Project and the associated Sociology of Change course. If you have questions about my decisions or want to further discuss how we can ensure we provide a safe and welcoming environment for William and his classmates, please do not hesitate to contact me.

Thank you,

Adam Johnson  
Executive Director  
Democracy Prep at the Agassi Campus

[www.schoolhouserights.org](http://www.schoolhouserights.org)

# Exhibit F

## Letter by Counsel

Jonathan O'Brien, Esq.  
43 W. 43<sup>rd</sup> Street, Suite 002  
New York, NY, 10036  
[jobrien@burnsobrienlaw.com](mailto:jobrien@burnsobrienlaw.com)

www.schoolhousesrights.org

November 16, 2020

Kimberly Wall, Superintendent  
Democracy Prep Public Schools  
Democracy Prep at the Agassi Campus  
1201 W. Lake Mead Blvd.  
Las Vegas, NV 89106

**Re: Your Mandatory “Critical Race Theory” Class, “The Sociology of Change”**

To Whom It May Concern:

I am an attorney and representative of the Clark Family. William Clark is a student at your DPAC public school and Gabrielle Clark is his mother. As you may be aware, William and his mother Gabrielle objected on conscience to the content and programming of your “Sociology of Change” class on multiple occasions beginning earlier this semester. In meetings with DPAC senior officials and in writing beginning this September, the Clarks repeatedly objected to the discriminatory content of the “Sociology of Change” class that served no apparent pedagogical purpose beyond ideological thought reform. Here is but one example of many from the DPAC “Sociology of Change” class materials:



As you also may know, the Clarks are a biracial family. William’s father, now deceased, is white. Gabrielle also has a white parent. As such they object to the glib racism of your course materials and programming, which includes statements in no apparent context like “Racism is what white people do to people of color,” repeated ad infinitum. This and statements like it are patently racist, create a hostile and divisive educational environment, and violate Title VI of the Civil Rights Act, a law which you must follow because you receive state and federal funds, and also because you are contractually obligated to follow it in your agreement with the Nevada State Public Charter Authority.<sup>1</sup>

Mandatory participation in your “Sociology of Change” class requires reciting and affirming a predetermined and politically loaded worldview which William and Gabrielle cannot in good conscience abide. Upon information and belief, the teacher who taught this class explicitly discouraged disagreement, terminating class discussion when students objected to the content of the class materials. William and his mother object to his teacher repeatedly directing students in the “Sociology of Change” class to publicly profess their sexual, racial, and religious identities so that the teacher and others can scrutinize,

<sup>1</sup> <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2020/200626-Democracy-Prep-at-Agassi-Contract-draft-5-21-20-clean.pdf>

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[www.schoolhousesrights.org](http://www.schoolhousesrights.org)

interrogate and label those identities in a derogatory manner. This psychologically abusive exercise is an offensive violation of privacy and amounts to compelled speech. These exercises serve no apparent pedagogical purpose and yet are pervasive to the class and homework assignments. It is troubling that DPAC Principal Adam Johnson claimed in writing that he reviewed these course materials and found nothing wrong with them, and then threatened William with non-graduation and grade penalization if he did not return to the class and participate fully. [See attached Letter] It is doubly troubling that various senior DPAC and DPPS school officials were party to these threats on multiple occasions, and did nothing while all knew that college application season is imminent for William.

You violated William and his mother's Constitutional Rights, and rather than seeking speedy accommodation when they objected, you doubled down and retaliated against them on multiple occasions. There is good reason to believe that a court would agree, since attendance is required at these ideologically loaded classes and the purported goal of the "Sociology of Change" class is to change students' fundamental personal convictions. Your behavior implicates the First, Fifth, and Fourteenth Amendments, as well as a host of Civil Rights laws including Title VI and Title IX. Indeed, regarding public schools, the United States Supreme Court has repeatedly affirmed that "[i]f there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein." *Texas v. Johnson*, 491 U.S. 397, 415 (1989) (quoting *W. Va. Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)).

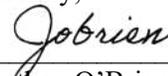
In any case, William, his mother Gabrielle and representatives of the Clark family would like one last occasion to meet with you in the next week, and no later. College application season is looming, and we would like to seek a path forward that not only safeguards William's academic future, but also preserves the integrity of his conscience, shields him from further discrimination and harassment, and honors his mother Gabrielle's right to guide and direct the upbringing of her son without undue coercion from public school officials.

To that end, we also ask that you give a good faith, written assurance that you will refrain from hosting, promoting, and compelling participation in a discriminatory curriculum that operates unbeknownst to parents, and perhaps to your regulators, under the guise of "Civic Engagement," "Social Justice" and the "Sociology of Change."

Please reach out to me at your earliest convenience.

Thank you and we look forward to hearing from you.

Sincerely,



---

Jonathan O'Brien, Esq.  
The Law Office of Jonathan O'Brien  
43 W. 43<sup>rd</sup> Street, Suit 002  
NY, NY 11036  
T: 6103682988  
[jobrien@burnsobrienlaw.com](mailto:jobrien@burnsobrienlaw.com)

Done

Sociology of Change Response Letter.pdf



# DEMOCRACY PREP

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I continue to stand behind the Change the World Project and the associated Sociology of Change course. If you have questions about my decisions or want to further discuss how we can ensure we provide a safe and welcoming environment for William and his classmates, please do not hesitate to contact me.

Thank you,

Adam Johnson  
Executive Director  
Democracy Prep at the Agassi Campus