



## [2025-2026 Student/Family Handbook](#)

### **A Note from the Principal**

#### **Dear Latitude Families,**

Thank you for taking the time to review the Latitude & Education for Change Family and Student Handbook. This guide was created to support you and your child by outlining key policies and practices that help us build a strong, safe, and thriving school community. While it's not exhaustive, it covers many of the topics that commonly come up for families and students.

As the Principal of Latitude, I want you to know that our team is deeply committed to partnering with you in support of your child's growth and success. When schools and families work together, students benefit—and we're here to build that partnership with intention and care.

I encourage you to read through this handbook with your child(ren), and take a few moments to talk about what it means to be a part of the Latitude community. We believe in your child's potential, and we're here to help them thrive academically, socially, and emotionally.

Thank you for being part of our school family and for taking the time to understand the values and expectations that guide our work. If you have any questions or need support, please don't hesitate to reach out to us at (510) 467-0726.

In partnership,  
Lillian Hsu  
Principal, Latitude High School

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## About Education for Change & Cox Academy

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a non-profit public benefit corporation. As a charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education at no cost to Parents. EFC serves ethnically and economically diverse student bodies. EFC currently operates six schools in Oakland: Cox Academy, Achieve Academy, Learning Without Limits, ASCEND, Lazear Charter Academy, and Latitude High School.

### **What is a charter school?**

Charter schools are schools of choice: Parents select the school their child attends. Families and community members are welcomed in charter schools and are treated as partners in their child's education. Charter schools are held accountable for student achievement by Parents, authorizers, and the state. This accountability leads to quality schools and high achievement; research shows charter schools do a better job increasing student achievement than traditional public schools. Charter schools are performing particularly well in areas in California known to have struggling public schools.

By working in an environment that values innovation, charter school teachers and staff have the opportunity to have a real impact on students and colleagues. Charter schools provide teachers with the freedom and flexibility to innovate to best meet their students' needs. Staff experience less bureaucracy, greater autonomy, and have the support of Parents who help to discover fresh approaches to their student's education. And members of the community can be involved, too, by volunteering or serving on a charter school's governing board.

Charter schools across the state are positively impacting students, resulting in improved achievement.

### **EFC Mission Statement**

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by relentlessly focusing on our students' academic achievement through high-quality, rigorous instruction and prepare them to make thoughtful and informed choices that will get them on a path to success for life.

### **EFC Vision Statement**

Our vision is to create catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent.

## Latitude High School Mission & Vision

At Latitude High School, we use the Bay Area as our extended classroom, integrating the places, people, and resources of our community into our studies. Through real-world projects, field experiences, and collaborations with adult professionals, we demystify access to the Bay Area's cultural and economic assets and expand our students' sense of possibility for their future.

### **Oakland is Our Home. The Bay Area is Our Extended Classroom**

Latitude 37.8 is a new high school within the Education for Change family of schools. Building on our founding team's experience teaching and leading at High Tech High in San Diego, Latitude's instructional model brings innovation to the field, especially in the educational landscape of Oakland. At Latitude, we apply our team's experience with High Quality Project Based Learning to engage students in learning experiences that use the Bay Area as our extended classroom.

Too many high school students today express that they do not know why they are learning what they are learning or how it matters to them as individuals. Students become disengaged with their schooling experiences and, as a result, 1 out of 3 Oakland students drops out of high school. Latitude 37.8 gives students the opportunity to grapple with interdisciplinary problems through experiences outside of school, working with professionals in authentic settings to connect what they are learning to their future. By extending learning beyond the walls of a school building, Latitude's learning experiences demystify access to the full range of Bay Area career opportunities and expand each student's sense of possibility for their future.

### **Latitude Graduate Profile**

The vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our expanded definition of a successful young person is informed by the University of Chicago Consortium on School Research's review: "Foundations for Young Adult Success: A Developmental Framework" ([infographic here](#)).

A Latitude graduate will demonstrate:

- Personal Agency — Latitude graduates will have the agency to make choices about their lives and the ability to take an active role in shaping their life path. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging their other skills, abilities, and mindsets to navigate challenges and make adjustments to their goals and plans.
- Essential Competencies — Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include

academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.

- Integrated Identity — Latitude graduates will have a strong consistent understanding of themselves across a variety of settings and social contexts. Latitude graduates will have a strong sense of who they are, including where they have come from and where they see themselves going.

To attain these broader outcomes for students, the Latitude model expands and reimagines our vision of ‘school’ from a building to a set of experiences students have that enable their growth and mastery along academic and social emotional domains. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and achieve their life goals.

### **Latitude Design Principles**

In developing the Latitude program, the Design Team has adhered to the following principles, which will continue to guide the school through implementation and operation.

- Relevance — Real life challenges are our coursework at Latitude. By removing the walls of a high school, the city is our classroom, and students investigate authentic problems confronting our community.
- Personalization — Students’ needs and interests drive their educational paths. We will understand where a student is and where they hope to go and build a personalized education plan with them and their families.
- Integration — Studies at Latitude are always interdisciplinary, and students always learn within an integrated community. Because learning takes place within a diverse school population and outside of a neighborhood-bound building, students work with people of all socio-economic, ethnic, and racial backgrounds and approach problems from multiple perspectives.
- Creativity — Latitude students, nurtured by makers and designers, entrepreneurs and artists, acquire the creative confidence they need to navigate the knowledge economy with ease and inspiration.

### **EFC Board of Directors**

EFC recruits qualified and appropriate candidates for the board from education, non-profit, community, business, and legal organizations. The current board is diverse in skill sets, perspectives, and backgrounds, and it can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC.

The EFC Board of Trustees will consist of at least five but will not be more than eleven voting members. The board has appointed a President, Treasurer/Audit Committee, and a

Secretary. Board agendas are posted at all sites 72 hours before the meeting and minutes are posted after approval. These can also be found on our website.

The Board of Directors of EFC is responsible for the following:

- Ensuring the legal and fiscal well being of the organization and each school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of policies of the organization.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring the progress of both student and staff performance.
- Encouraging active involvement of students, parents, grandparents and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

## **Latitude High School Hours of Operation**

The school office is open from 8:00 am to 4:00 pm on all school days.

School hours are 9:00 am to 4:00 pm. Please refer to the Latitude High School calendar for all minimum days (12:00 pm dismissal), as there are minimum days throughout the year for teacher planning time and parent/teacher conferences and student Presentations of Learning..

### **Arrival**

Latitude opens its doors for students at 8:00 am; however students are strongly encouraged to arrive at 8:45 am. Arrival is from 8:45 am - 9:00 am. Before 8:45 am, and after dismissal, we have no assigned supervisory staff and cannot supervise students. Students must leave campus at dismissal unless a plan is arranged with their teacher.

Morning snack is served in the cafeteria from 10:40 am - 10:50 am.

## **Early Dismissal of Students**

Students leaving before the end of the school day are dismissed through the school office. We prefer that parents come to the office to sign your child out.

You must send a note each time there will be a change in your child's dismissal time or procedure. We will ask to see identification of any person we do not know and will not release a child to a babysitter, step-parent or friend without prior authorization. We will follow the child's normal routine without a note from the Parent.

## **Rainy Days**

Please make sure that you discuss a rainy day procedure with your children. All students are dismissed as usual on rainy days. Students waiting to be picked up are to wait in the Front Lobby of the building by the main office.

## **Dismissal**

It is imperative that you have a clear plan for daily dismissal. Children at Latitude get home in many different ways (i.e. walking, bus, BART, car pick up.) Please respect our neighbors' private property by not blocking the Norton Studio spaces on Derby Avenue during dismissal.

## **Attendance**

Attendance at school is directly related to achievement and success in school. As a parent or guardian, you are obligated to send your child to school.

Education for Change uses a data management program called Aeries which supports our school in monitoring student attendance. Parent/guardians must send a note and/or telephone the school to clear all excusable absences within 72 hours. Failure to excuse the absence results in an unexcused absence on your child's record.

## **Reporting/Clearing an Absence**

- If your child will be absent, please phone or email the main office or stop by the main office to notify and give reason to absence.
- If your child is marked absent and the office has not received a phone call or notice of absence, you will receive a call from the school.
- Absences must be cleared within 3 days; otherwise it will be considered an unexcused absence.
- Repeated absences for health reasons will require a doctor's note

- Students may be withdrawn from classes and placed on inactive status if 10 consecutive days of absences occur (5 to start the year) and the Parents have failed to contact school staff to make arrangements.

## **Excused Absences**

The following conditions may excuse a student from school attendance:

- Personal illness or injury (A Medical Verification note may be required by the school attendance clerk or school principal.)
- Severe family illness, an emergency situation requiring the student to be absent from school, which requires a doctor's note
- Quarantine of the home by local health officials
- Death of a relative (limited to three days, unless reasonable cause can be shown for a longer absence)
- Observance of a religious holiday, consistent with student's established beliefs or creed

## **Truancy**

- In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well.
- 3 Unexcused Absences and/or tardies more than 30 minutes will generate a School Attendance Review Team meeting to implement an attendance contract.
- Failure to meet expectations of attendance contract will lead to SARB at the District Home Office where a plan will be developed. If that plan is not completed, the Parents may be referred to the Alameda County District Attorney.

## **Tardies**

- Students will be marked tardy if they are not in their classrooms by 9:00 AM. Habitual tardiness, according to California law (Ed Code. 48260-48273), is truancy and will be treated as such.
- Students are considered tardy when they arrive at or after 9:01 am. Within 29 minutes of class the students are considered tardy. After the 30 minutes it is considered as a truant tardy. Student must pick up a tardy pass from the office before entering class.
- Any tardy over 30 minutes, except for medical reasons, is also unexcused.
- If your child is arriving late to school for any reason, the student MUST pick up an "admit to class" pass from the office before entering class; otherwise it will be considered an unexcused absence.

## **Chronic Absence and the School Attendance Review Team**

Any student who is absent (Excused or Unexcused) for more than 10 percent of their days enrolled is considered chronically absent. Chronic absence causes extended loss of instructional time. Extended loss of instructional time leads to students falling behind and possible retention. In a case where a student is chronically absent, a meeting will be held with the Student Attendance Review Team (SART) to create a contract to improve student attendance. If absences continue to occur, and the family does not show up at school to participate in the SART meeting, the school will conduct a home visit to ensure family communication happens in regard to ongoing challenges around absences or tardies. The school may also refer the family to a Student Attendance Review Board (SARB) at the District Home Office, where a district level plan will be developed. If that plan is not completed, the family may be referred to the Alameda County District Attorney.

The state law states that absences are only excused if the child is ill or there is a death in the family (1-3 day limit). All other absences are unexcused. Any tardy over 30 minutes, except for medical reasons, is also unexcused.

It is the EFC (Education for Change) policy that a doctor's note is required for three consecutive days of absence. If EFC feels that your child is excessively absent (over 10%), we can require a doctor's note for every absence.

Our teachers work very hard to ensure that your child receives the best education possible. This can only be done if your child is in school, on time, every day when s/he is healthy. Students who are absent on a consistent basis are more likely to be candidates for retention. Your child deserves an outstanding education.

Please remember that for us to do our jobs your child must attend school regularly. A good solid foundation is critical to your child's future academic success.

## **Independent Study**

At Latitude, our educational model depends on hands-on, in-person learning. In extreme emergencies, you may request permission for approval of an Independent Study. Independent study may be approved for the following circumstances:

### Family Emergencies

- Death of a family member requiring travel
- Other documented family emergencies

### Educational Opportunities

- Students participating in exceptional educational experiences

- Documentation must be provided demonstrating the educational value

#### Medical Emergencies

- Student requiring surgery or another major medical issue documented by a doctor

Per our Superintendent, Independent Study **will not** be approved for family vacations or for any request that would exceed the 15-day annual limit. What this means is that students WILL NOT receive credit for the days they miss and WILL NOT be allowed to make up assignments from these days out.

Here are the steps to request Independent Study:

1. Contact America Magallón, Site Operations Manager, at amagallon@efcps.net
2. If your request is approved, sign an Independent Study contract
3. Support your student to complete their assignments during their absence
4. Ensure your student turns in their assignments immediately after returning to school

Student work that is successfully completed as part of Independent Study will be included in your child's overall grade.

## Emergency and Medical Information

Parents are required by state law to fill out an Emergency Medical Authorization Form. These are kept on file in the office and used in emergency situations. There will be multiple opportunities to complete this form prior to school starting and during the first few weeks. It is very important that you complete this form accurately and ensure that it is returned to the main office. If your child is injured at school and we cannot reach you, we will use the information on this form to find an emergency contact.

It is your responsibility to inform the school of any changes in residency, custody, home/work phone numbers and emergency contact information.

### Medical Concerns - Allergies

It is imperative that all school personnel know of any type of allergy your child has, such as bee stings or foods. This information should be provided to the school office manager as well as your child's advisor, who will see to it that the appropriate personnel are notified.

## **Illness / Injury at School**

It is important that students are not sent to school with a fever, diarrhea, or if they are vomiting. It is advisable to keep a child home until they are fever free for twenty-four hours without benefit of a fever-reducing medication.

If you and the other people on your emergency contact list are to be away from the phone and therefore unable to be reached, please designate a person we can call temporarily in the event of an illness or accident at school.

## **Mental Health**

If you have concerns about your child's mental health, please talk to the front office staff to schedule an appointment to speak to an Administrator about your concerns. If you are a student and would like to talk to a counselor, please ask one of your teachers for a referral and/or talk to the front office staff to schedule an appointment with an Administrator.

## **Suicide Prevention Policy**

The purpose of this policy is to protect the health and well-being of all Latitude students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. Please click the link below to access the Education for Change Public Schools Suicide Prevention Policy.

[Education for Change Public Schools Suicide Prevention Policy](#)

## **Community and Family Expectations**

At Latitude, we welcome all families into our school community. We believe that families are an integral part of their child's education, and we encourage families to participate in school events such as Exhibition, Student-Led Conference, and Presentations of Learning

We also have a code of conduct that all adults are expected to follow, as role models for our students, to ensure that our campus is safe for everyone. When you are on our school campus, you are expected to follow our community and Family expectations for the safety of everyone. Our expectations are as follows:

- Please treat all community members with respect.
- Always sign in at the front desk and wear your visitor badge.
- Refrain from addressing the children of any other parent regarding discipline issues or concerns. Report any student concerns to a staff member.

- Please supervise all children, who may accompany you at the school, at all times.
- Refrain from threats or verbal/physical aggression towards any students, families, or staff members.

If any community or family members do not meet these expectations, a meeting with a Latitude administrator will be scheduled to discuss the community expectation that was violated and possible consequences. Consequences may include receiving a 7 day or 30 day "stay away" order from Education for Change and/or the Oakland Police Department.

## **School Visitation**

When you come to visit Latitude for an extended stay (longer than picking up or dropping off a student), which includes (but is not limited to) meeting with a staff member, observing in a classroom, or bringing your student an item or items, you are required to sign in (and out) in our main office, and wear a visitor badge during your visit at all times.

Families are not permitted to visit their child during lunchtime. Please be aware that this procedure is in place for the safety of every child at our school.

Please refer to the [EFC Visitor Policy](#) for further information regarding school visitation at Education for Change Public Schools.

## **Teacher/Staff/Admin Communication At School**

During school hours, if you would like to communicate with your child's teacher, you are required to schedule an appointment with them, with 48 hour advance notice. Of course, if your child's teacher has time to meet with you with less notice, they will try to accommodate that. It is very important that instruction time not be interrupted when scheduling meetings with teachers, or communicating concerns.

## **Home-School Communication**

### **Home-School Communication/School Publications**

You will receive many pieces of information from our school. One common form of communication is ParentSquare. We encourage you to sign up for a free account with Parent Square ([parentsquare.com](https://www.parentsquare.com)), which is a home-school information sharing app, we are now using. Regular notices will be sent out through this phone app, which is a great way to stay up to date with communication from the office, Admin, and teachers. In case there are

any emergencies on campus, families will be notified as soon as possible through the Parent Square app.

We also use an app to send automatic notifications to your phone. California Ed Code requires us to have a way of contacting you at all times. It is against our school policy to block the school's number or methods of communication at any time.

## **Contacting teachers at home**

Teachers' workday is between 8 am - 4 pm, Monday - Friday. Please do not phone teachers at home unless the teacher gives you permission to do so. For emergencies outside of these hours, please leave a message on the school voicemail. If you call the office, we will relay messages. Teachers should not be interrupted during instruction time. The Latitude office number is (510) 467-0726.

Emails are another way to communicate with your child's teacher throughout the year. Ask your child's teacher about this option for communication.

## **Student Use Cell phones & School phones**

Personal cellular phones, pagers, tablets, apple or google watch, walkie-talkies, and/or any cellular communication devices **must not be used during class hours**, unless with staff permission.

If a student is found using electronics (listed above) during class hours, the electronic should be confiscated by a teacher or school staff member.

Students WILL NOT be called out of class to speak to someone on the phone. Classes are not interrupted unless it is an extreme emergency. Messages will be taken and given to students at the appropriate time.

# **General Information**

## **Valuable Property**

Valuable property such as expensive jewelry and electronic games/equipment should not be brought to school by students. The school will **NOT** accept responsibility for the loss of personal property. Students who ride bicycles or scooters must bring a lock and lock it up daily to prevent theft. No skateboards or footwear with wheels are allowed to be used on

campus except if a student is signed up for a skateboarding elective/club with a signed permission slip..

## **Cafeteria and Snacks**

Morning snack and lunch are provided in our cafeteria. Please make sure to complete the Free & Reduced lunch application that is included in your enrollment packet.

Students may bring snacks daily, but we highly recommend that the snacks be nutritional and healthy (Fruit, Granola Bars, etc). Snacks such as hot chips, fast food (i.e. McDonalds), candy bars, sodas and sweets do not provide good nutritional value and can be detrimental to your students' learning experience.

If students have forgotten their lunch at home, it may be dropped off at the front office no later than 12:30 PM. Lunch begins at 12:30 PM, and this time restriction is in place to ensure your child receives their lunch, and it is not lost in the transition of the lunch/recess. The front office may reject lunches that arrive after 12:30 PM.

NOTE: Parents and Family members are not allowed in the cafeteria during lunch time. This is an Education for Change policy. If your student requires additional support, please speak with a Cafe staff member. Additionally, parents cannot pull students and have lunch with them at picnic tables or in the hallways.

## **Pets**

No animal shall be brought into the school without prior permission of the Principal. Use of animals, including classroom pets, may be allowed by the Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to any conditions established by the Principal to protect the health and well-being of students. Any domestic animals (dogs, cats, birds, etc) may not enter the school unless they are a certified service animal and have proof of an up-to-date rabies vaccine.

## **Class Assignments**

Students are assigned to classes with input from the classroom teachers from the previous year. They are grouped to provide balanced classes for everyone's benefit. After the classes are formed, the Principal assigns teachers to each list of classes.

## **Multi-Tiered System of Supports (MTSS) Model**

Latitude High School, along with our Seneca Partners, provide tiered support to students who have specific high needs through our MTSS model. All students receive “Tier 1” supports in general education classrooms and common spaces.

Specific students who have been identified by our Coordination of Services Team (COST), get access to “Tier 2” academic and behavior management interventions/techniques, depending on their needs. These students are supported by specific interventionists to give them extra instruction and behavioral support, to help them be successful in school. Students who participate in “Tier 2” intervention programs are recommended by their teachers and may take part in specially tailored academic instruction either in the classroom (push-in) or in the Student Support space (pull-out).

The Student Support Services team includes the MTSS Coordinator, Academic Intervention Specialists (Special Education Teachers), Speech and Language Pathologists, School Psychologists, Clinicians, and an extended network of related service providers. This team works to support students and keep them on track for long-term success.

## **McKinney-Vento Site Contact**

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths. The McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education. The McKinney-Vento Act also authorizes the funding for the federal Education for Homeless Children and Youth Program.

Latitude, as our own LEA, is dedicated to ensuring the educational rights and protections of children experiencing homelessness, as detailed in the McKinney-Vento Act. The McKinney-Vento site contact is Cox Academy’s Site Operations Manager, America Magallon Ms. America can be reached at: [amagallon@efcps.net](mailto:amagallon@efcps.net) or (510) 467-0726.

## **Culture & Discipline Framework**

The goal of the Education for Change and Latitude is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students.

EFC and Latitude fundamentally believe that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Multi Tiered System of Supports Model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed.

Therefore, Latitude focuses on the foundation of our School's Culture Plan on creating a positive school culture and implementing the behavioral interventions necessary to minimize the need for in-school suspension, out-of-school suspension, or expulsion.

As part of this philosophy, we believe:

- All students can learn and thrive in our community, which is based on unconditional care and support for everyone.
- All students deserve respect, for themselves, their families, and their cultures.
- All adults at Latitude share responsibility for all students and families in our community.
- All adults must hold and maintain high expectations for learning and behavior for all students.
- High behavior expectations for learning are underpinned by unconditional care and support for all students.
- Expected behavior must be taught and practiced.
- Because students have different needs, they will need different types of support.

## **Schoolwide Accountability Hierarchy - “The 6 Rs”**

At Cox Academy, it is also expected that all classroom teachers implement our schoolwide accountability hierarchy, which focuses on giving students multiple opportunities to think about/reflect on their choices and self-correct/self-regulate to support them in getting back on track to meeting class/teacher expectations. The steps are designed to be a hierarchy referred to as “The 6 R’s” (listed below). “The 6 R’s” need to be clearly posted in classrooms and appropriate common spaces. This accountability hierarchy must also be regularly articulated to students and families.

- Step 1: Verbal **Reminder**
- Step 2: **Reset** (check strategies that apply on referral form under staff intervention)
- Step 3: In-Class **Reflection**/Break Space
- Step 4: SSA **Reflection**
- Step 5: Office **Referral**
- Step 6: Referring to Staff **Restoration**

### **Accountability Hierarchy Process (the 6 Rs Explained):**

#### **Step 1: Verbal Reminder**

When a student does not follow directions or meet expectations/rules, the student is given a clear, direct reminder of the expectation and asked to make a different/better choice.

### **Step 2: Reset**

If the behavior continues after the student is given a reasonable amount of time to internalize the redirect, the teacher does a “**reset**” with the student, giving them a clear directive to reset their behavior through various strategies that are applicable to the situation/expectation not being met. Some reset strategies include the use of proximity to support directives, restate/prompt desired behavior, review classroom expectations, conduct a quick, “private” problem-solving conference, and give students a choice about the next steps.

### **Step 3: In-class Reflection**

If the behavior persists after a **reminder** and **reset**, the teacher prompts the student to “take a break” for up to 5 minutes and reflect on their choices at their desk. The self-reflection time needs to have a common sheet for students to complete (**tk-2 Reflection sheet** + **3-5 Reflection Sheet**) and a Toolbox reference sheet, so students can think about which tools can support them to get back on track. The teacher also needs to have a quick “stay in the game” conversation with the student, encouraging them that they can turn their behavior around.

### **Step 4: SSA Reflection**

If the behavior still persists, students will have to speak with The Dean or an SSA staff from the phone in the classroom. The purpose of this step is to give students an extensive opportunity to cool down/take a break, reflect, self-regulate, and self-correct their behavior. The expectations for the conversation are as follows:

- Call The Dean’s extension (6327) or Front office
- This step is preemptive (not punitive) and is designed to give students a final opportunity to correct their behavior before step 5.
- This step is also coupled with a “**Give Back**” consequence (*see Give Back detail p.6*).
- The student having a phone conversation should not be highly escalated at that moment.
- Only one student should have an SSA reflection at a time.
- The student should have a conversation for a cool down and reflection time of up to 5 minutes (this may vary depending on the student and the behaviors exhibited).
- The teacher directs the student to sit quietly and reflect (complete a written reflection form or draw) at their desk after the phone conversation.
- After reflection is complete, have a quick “stay in the game” conversation with the student.
- The classroom teacher communicates with the student’s family about their behaviors.

### **“Give Back” Consequence explained**

The type of “Give Back” is up to the teacher’s discretion, depending on the type of behavior the student displayed. A “Give Back” includes, but is not limited to:

- Taking 5 - 10 minutes of a student’s recess (e.g., to complete missed work or have a restorative conversation)
- Having students conduct classroom or playground pick up/clean up
- Having students conduct a classroom helper task during recess/student choice time (i.e., sharpening pencils)
- Conferencing with the students/reading their written reflection during recess
- Discussing the situation with a student’s family member during a recess

### **Step 5: Office Referral**

If a student continues with the behavior after going through Steps 1 - 4, then the student reaches Step 5 and receives an Office Referral. It is important for the referring staff member to fill out the Referral on DeansList completely. SSA, Dean, or Admin will come and support the student.

When filling out the Office Referral, check the highest level of behavior on the Referral on DeansList demonstrated by the student while going through the 6 Rs.

More minor behaviors (some listed here) are not included on the form. However, can generally be coded as minor classroom disruption if it gets to that point. It is encouraged for all staff members to think critically about when a student might join the accountability hierarchy (consequence ladder) if they are displaying these types of minor behaviors.

- Talking out of turn/calling out
- Out of seat without permission
- Passive or active refusal (not following directions/ignoring instructions)
- Swearing accidentally or not directed at an individual
- Horseplay
- Minor disrespectful body language (i.e., eye-rolling)
- Mishandling of materials in an unsafe or inappropriate way (not meant to harm others)

The behaviors listed with **MA** result in an “automatic” referral. This means that students will either be sent directly to the main office or SSA Room to discuss the behaviors they displayed and will automatically serve reflection time the next day.

- *When referring the student out of the class:*
  - The teacher must submit a referral to Deanslist
  - The first available Admin or SSA will come to escort the student. If it is not a safety issue that requires another adult at the moment, the Admin or SSA will not respond immediately but during the next opening in their schedule.
  - If the student walks away from adult supervision or the assigned activity, please contact the Main Office immediately (*Extension 6300*) or the Student Services Room (*Extension 6327*), and a staff member will come to assist.

- *Families will be informed by the end of the school day about the Office Referral (i.e., the behavior exhibited, the theorized root cause of the behavior, and the consequence/restorative action being taken).*
  - **For any “minor” behaviors on the Behavior Referral list (levels 1 & 2)**, the referring staff member will call the family. **SSAs will not support these phone calls.** The referring staff members should reach out to a member of the Admin team if support is needed with the call.
  - **For any “MA” behaviors on the Behavior Referral list (levels 2 & 3)**, an Admin or the Dean of Students will inform families of the behavior/incident.

### **Step 6: Referring to Staff Restoration**

When a student comes back to class from an Office Referral, the referring teacher/staff welcomes them back into class and then has a restorative conversation/check-in with the student. As in Steps 3 and 4, this is also a time to have a restorative “stay in the game” conversation with the student.

Being that the teacher might be in the middle of whole group instruction when the student returns to class, there are 3 options to choose from to hold the restoration conversation:

- **Option 1:** If an SSA is able to stay in the class for a few minutes when the student returns, the SSA can “take over” supervision duties, so the teacher and student can privately have a restorative conversation.
- **Option 2:** If the SSA can’t stay, then the teacher and student do a quick restorative convo without “take over” support.
- **Option 3:** If the teacher is in the middle of teaching the class, then the teacher lets the returning student know that at their next break or during independent work time, they will check in and have a restorative conversation.

If the behavior affected the class community, it is also important to hold a restorative circle to discuss the impact during Crew.

### **Reflection Room Policy**

Students who demonstrate a Level 1 - 3 behavior and receive an Office Referral, will spend their lunch time and lunch recess in the “Reflection Room” (off of the main cafeteria) the following day. The purpose of this time is for students to reflect on their choices with Admin or the Dean of Students.

Students who do not meet behavioral expectations of being safe, respectful, and responsible in the Reflection Room (ie. not sitting quietly during lunch, not listening to others during the reflection circle, calling out/interrupting, not staying seated) will repeat their reflection time the following day. Students will be given two warnings during reflection, and then will be asked to leave the Reflection Room, to finish their reflection in the main office.

### **Reflection Room Process**

After students eat lunch, students will join a “Reflection Circle” that will be led by the supervising adult. The circle will be held at the discretion of the supervising adult. The rules of the circle are:

- Students must sit in the circle respectfully
- Students are allowed to speak when recognized by the supervising adult
- Students answer restorative questions, or talk in general about how their actions affected themselves/their community.

## Alternative Placement, In School Suspension, & Out of School Suspension Policies and Procedures

### EFC Suspension & Expulsion Policy

Education for Change Public Schools has adopted a Suspension and Expulsion policy that was revised and approved by the EFC Board on March 18, 2018. Please review this org wide discipline policy here: [EFC Suspension and Expulsion Policy](#). Cox Academy’s policy to determine the type of consequences that may be given for Level 2 or 3 type behaviors/referrals is as follows:

### SUSPENSION-EXPULSION MATRIX

| Suspension Required  | Discretionary Offenses   |  |
|--|--|--|
| <b>Must Recommend Expulsion and 5-Day OOS Suspension (Mandatory)</b>   | OOS Suspension Likely - Expulsion Case Dependent   | Consequence/Restoration Required - OSS Case Dependent  |
| <b>Acts committed at school or school activity or on the way to or from school or school activity.</b>   |  |  |
| <p><i>Education Code (EC) 48915(c)</i></p> <p>1. Firearm</p> <p>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</p> | <p>The recommendation for suspension/expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li><b>Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</b></li> <li>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol> | <p>The recommendation for OOS suspension shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>Other means of correction are not feasible or have repeatedly failed to bring about proper conduct</li> <li>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]</li> <li>It is not appropriate to have student be seen or visible on campus</li> <li>Non-compliant with administrative staff</li> </ol> <p>Typical Behaviors:</p> |

|  |   |  |
|--|---|--|
| <p>b. Selling or otherwise furnishing a firearm.</p> <p>2. Brandishing a knife at another person.</p> <p>3. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</p> <p>4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>5. Possession of an explosive.</p> | <p><i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1).</li> <li>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2).</li> <li>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</li> <li>4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4).</li> <li>5. Assault or battery, or threat of, on a school employee.</li> </ol> | <ol style="list-style-type: none"> <li>1. Inflicted physical injury<sup>†</sup></li> <li>2. Possessed dangerous objects</li> <li>3. Possessed drugs or alcohol</li> <li>4. Sold look alike substance representing drugs or alcohol</li> <li>5. Committed robbery/extortion</li> <li>6. Caused damage to property<sup>‡</sup></li> <li>7. Committed theft</li> <li>8. Possessed or sold drug paraphernalia</li> <li>9. Repeatedly disrupted or defied school administration</li> <li>10. Received stolen property</li> <li>11. Possessed imitation firearm</li> <li>12. Committed sexual harassment (persistent and/or threatening sexual harassment should result in a suspension)</li> <li>13. Harassed, threatened or intimidated a student witness</li> <li>14. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</li> </ol> <p><sup>†</sup> Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p><sup>‡</sup> Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p> <p>Any and all situations where there is a victim involved, restorative consequences should only be considered if the victim is willing to engage in such processes.</p> |
|--|---|--|

## Alternative Placement

- An Alternative Instructional Setting, or Alternative Placement, is when a student is placed in alternate space, removing them from their assigned classroom, for a period of time not to exceed one full day, to take part in restorative education with support from an adult staff member.

- An alternative placement is a consequence given at Admin discretion, if a student receives a level 2 or 3 Office Referral, and has taken responsibility for the behavior, yet needs reflection time, away from their classroom. Students will also automatically receive an Alternative Placement if they have been sent out of the class more than once.
- For the period of the alternative placement, the student will be provided with independent work related to the classroom curriculum and offered support by school staff as available.
- If students do not meet the Behavioral expectations listed below, in their Alternative Placement, they will be referred to the Student Services Office, for further consequences.

### **In-School Suspension (ISS)**

- An In-School Suspension is when a student is placed in an alternate setting that removes the student from their classroom, for up to a full day, while still allowing the student to attend school and complete school work.
- An In-School Suspension is a consequence given at Admin discretion, if a student receives a level 2 or 3 Office Referral, and has difficulty taking responsibility for their behavior. A student's ISS can be held in different locations based on the need and the nature of the incident, including the Main Office, the Student Services Office, & the Restorative Room.
- During an ISS, the student may not interact with other students, including attending recess with grade-level peers, and attending school events during the instructional day.
- The student will be provided with an alternative instructional and recess schedule (consisting of 10 min. breaks and a 20 min. lunch), along with access to Special Ed. and related services.
- For the period of the In-School suspension, the student will be provided with independent work related to the classroom curriculum and offered support by staff to aid its completion.
- Students in ISS are responsible to follow the Behavioral Expectations below, and will be given 3 warnings (3 checks) if they are not following these guidelines. If a student receives 4 checks, a phone call home will be made, and they may be released to parent for the rest of the day (Out-of-School Suspension).

### **Out-of-School Suspension (OSS)**

- An Out-of-School Suspension is when a student is restricted from being at school for at least one full day.

- An Out-of-School Suspension is a consequence given at Admin discretion, if a student receives a level 3 Office Referral, has difficulty taking responsibility for their behavior, and demonstrates that they are a continued threat to the safety of others.
- For the period of the Out-of-School suspension, the student will be provided with independent work related to the classroom curriculum (if possible). Upon return to school, the students' work will be checked for completion.
- When the student returns to school, after the OSS, the student's family will be required to meet with Admin, to discuss the OSS, and ways the student will avoid similar behavior(s) in the future.

## **Latitude's Dress Code Policy**

Students will not be required to wear uniforms, however, pride in appearance and adhering to dress code rules will be required. Students need to be able to fully participate in all school activities each day, and shoes and clothing should be chosen that allows for no restrictions or limitations.

Students and Parents need to be aware of the importance of good grooming and its effect upon the learning environment. The following dress and grooming guide and restrictions are to be followed by all students. If you need financial assistance or support providing clothing that adheres to our dress code, please contact America Magallon at [amagallon@efcps.net](mailto:amagallon@efcps.net) or 510-467-0726. Families will be contacted when a student's dress does not align to the following guidelines.

- No shirts with obscene pictures, wording or advertisements of drugs, alcohol, or cigarettes
- No gang related clothing or headgear is allowed under any circumstances.

Administration reserves the right to adjust the dress code at any time as needed.

## **Procedure to Resolve Parent/Teacher Disagreements**

Complaints about school personnel will be investigated fully and fairly. Anonymous complaints will be addressed to the best of our ability. The goal of this section is:

- To establish a simple framework for addressing concerns
- To provide for prompt resolution of concerns
- To expect that all parties will participate in a cooperative manner to resolve concerns
- To expect that most concerns will be handled without resorting to this procedure beyond Step 1.
- To assure that the system has a procedure to receive citizens' concerns in an orderly fashion to achieve the best possible educational program for students.

## **Step No.1 - Direct Conversation**

If a Parent or community member has a disagreement or misunderstanding with a staff member, the complainant should address the concern to the specific staff member directly involved with the circumstances surrounding the concern. The staff member will meet with them as soon as possible (subject to mutual agreement by key parties).

## **Step No. 2 - Fact and Possible Resolution**

If the complainant or the staff member is not satisfied with the outcome of Step No. 1, or the complainant or the staff member is unwilling to meet independent of an administrator, a meeting with the staff member and appropriate administrator will be arranged as soon as possible at a mutually convenient time. This step is to be informal and verbal.

No further action will be taken beyond Step No. 2, unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the staff member and the remedy sought.

## **Complaint Procedure Policy**

Please review the Education for Change (EFC) Public Schools [Uniform Complaint Policy & Procedures](#) here. The Education for Change Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs
  - School Based Coordinated Programs
  - School Improvement Program
  - Title I Programs – No Child Left Behind Act
  - Program for English Learners
  - Educational Equity
  - Gifted and Talented Education (GATE)
  - State Compensatory Education (SCE)
  - Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
2. Child Nutrition Programs

### 3. Special Education Programs (Title 5, Section 4621 and 4610)

Uniform Complaints should be submitted to Education for Change Public Schools, 333 Hegenberger Rd. Suite 600, Oakland, CA 94621. Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures.

The Education for Change Public Schools Ombudsperson is: Larissa Adam, Superintendent of Schools. To contact the EFC Ombudsperson, please call: 510.568.7936, to make an appointment.

## **Safety**

### **Emergency Procedures**

Latitude staff and students will practice emergency disaster drills on a monthly basis. These drills include (Fire drills, Earthquake drills, Lockout drills, and Lockdown drills). This training and practice for students and staff is in support of preparedness for a real emergency, if it were to occur.

If there is an emergency situation, the Latitude staff will stay on site until all students have been signed out and released to families. Only family members on our emergency information cards can sign out a child, so it is important to keep this information up to date. Again... ALL STUDENTS must be signed out, even in an extreme emergency situation.

Note that Latitude staff will notify Parents about any emergency that may arise through our App based communication system *Parent Square*, as soon as we possibly can. Before any family communication will go out, the Latitude Emergency Operations Team is responsible to account for all students and staff members on campus. It is also important to note that during an actual Lockdown or Lockout, no student can be picked up, as no one is allowed in or out of the school campus, until the emergency is cleared.

### **Campus Security**

Latitude is a closed campus. That means all perimeter gates will remain closed during the school day, including our main entrance, located at 1045 Derby Ave. The only times the main entrance doors are open, is from 8:00 am - 9:20 am, at the start of school, and from 4:00 - 4:30 pm, during dismissal time. In support of the school and student safety, we ask that you support this “closed campus” policy, by not opening the doors for anyone during

the hours of 9:20 am - 4:00 pm, if you are inside of the school. During this time, all registered visitors must request entrance through our office intercom system.

All families that attend Latitude are placed on a registered visitors list, along with community service providers such as the Oakland Police Department. Any persons not on our registered visitor list, may not enter campus unless given permission from an Administrator.

## **Vending**

Vending is considered selling food or products for one's own personal benefit. Latitude does not partner with, promote, or in any way sanction, independent vendors.

## **Internet User Policy for Students**

Education for Change provides students and staff (users) with access to the Internet as a learning tool. This electronic communications network gives users an opportunity to explore a diverse and unique pool of information. Utilizing this network in a school setting allows users of all ages to research information related to their classes, participate in innovative educational projects, and develop personal skills needed to communicate with others in the global community.

The students and staff utilize the Internet as an instructional tool. The following list highlights examples of the Internet usage in our schools:

- Searching for information to support research projects for classes
- Collecting and analyzing information
- Participating in enrichment activities
- Researching current events and developments

The staff guides and supports students in developing skills and behaviors needed to properly use the Internet. In addition to staff supervision, the school network is equipped with software directed at preventing students from accessing illegal, defamatory, or potentially offensive resources. However, the content of the Internet changes on a daily basis and, even with these safeguards, by chance or determination, a user may be exposed to inaccurate or inappropriate information.

Students, parents/guardians, staff and administrators must form a partnership to promote responsible educational use of the Internet. Federal and State laws as well as Education of Change policies outline the responsibility and govern the appropriate use of the Internet and the school network. Education for Change staff will teach and clarify appropriate use standards to students.

If a student violates acceptable use of the Internet by engaging in any of the following actions, he or she will face the consequences as outlined in the Code of Conduct.

- Sending or receiving offensive language or graphics
- Violating copyright laws
- Utilizing another user's password
- Attempting to harm or destroy the equipment or data of any user
- Posting defamatory or slanderous statements or images
- Engaging in unauthorized access of data or transfer of files
- Using Internet access for non-educational purposes.

Internet access is an important privilege to aid in the educational process and to help prepare our students for their role in the 21st century. It is our intention to provide this access for our students. Inappropriate internet use may result in the loss of this privilege.

Latitude is not responsible for students' internet or social media usage that occurs when they are not at school. We encourage all families to monitor their student's internet use and social media accounts. Students can face disciplinary action at school for things outside of school if it impacts the learning environment.

## **Fundraising**

### **EFC Fundraising Policy**

Education for Change ("EFC") appreciates and supports the fundraising efforts of the students and staff at each of its schools. This Fundraising Policy is intended to ensure the orderly scheduling of fundraising projects/events and the proper accounting and disbursement of the money raised through these fundraising projects/events.

#### **1. Prior Approval**

(a) A Fundraising Project Approval Form must be approved by the Principal and the Chief Operating Officer at least two (2) weeks in advance of the proposed fundraising project/event.

(b) All literature to be distributed relating to the proposed fundraising project/event must be submitted with the Fundraising Project Approval Form and approved by the Principal and Chief Operating Officer. This includes, but is not limited to, flyers, brochures, and emails.

#### **2. Conduct of Fundraising Project/Event**

(a) A school employee shall be designated as the fundraising representative and shall be responsible for collecting and documenting all funds raised by the project/event and turning in all funds to the Principal.

### 3. Post-Fundraising Project/Event

(a) All employees must adhere to EFC's cash policy guidelines

(b) All fundraising money shall be remitted to the Chief Operating Officer by 5:00 p.m. on the following business day after the completion of the fundraising project/ event.

### 4. Disbursement of Fundraising Money

(a) Fundraising money will be disbursed to the Principal of each school after approval by the Chief Operating Officer of a disbursement request.

## **Donations**

Many Parents and community members have expressed a desire to contribute to our school. There are many ways to help our students! We invite you to sign-up at the main office to volunteer to help with a variety of projects. We also appreciate all donations. Monetary donations can be made out to Education for Change to support activities such as field trips or the purchase of supplies for special projects.

## **Title IX Notice of Nondiscrimination**

EFC prohibits sex discrimination including sex-based harassment in any education program or activity that it operates. Individuals may report concerns or questions regarding sex discrimination or harassment to the Title IX Coordinator. The contact information for the Title IX Coordinator, EFC's Title IX notice of nondiscrimination, and additional information regarding your rights under Title IX are available on the EFC website at: [https://www.efcps.org/Title IX Coordinator Rights Notice](https://www.efcps.org/Title_IX_Coordinator_Rights_Notice)