



**Learning Without Limits
Student & Family Handbook
2026-2027**



Learning Without Limits

2025-2026 Student & Family Handbook Acknowledgment Form



The 2026-2027 LWL Student & Family Handbook is available on our school website and is viewable by QR code.

By signing this form, I agree to the following:

- Follow the policies and agreements outlined in the 2026-2027 LWL Student & Family Handbook; and
- Confirm receipt of the 2026-2027 LWL Student & Family Handbook Acknowledgment Form.

Student Last Name	
Student First Name	
Grade	

Parent/Guardian Name

Parent/Guardian Signature

Date



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WELCOME!

We would like to welcome all new and returning families to Learning Without Limits, an Education for Change Public School (EFC Public School). At Learning Without Limits, we are dedicated to creating a powerful, engaging learning environment that prepares and inspires ALL students to succeed in college and beyond.

The Learning Without Limits school community has attracted some of the best teachers in California. We have an incredibly dedicated and talented staff that is eager to support and educate your child. Our teachers and staff help students learn deeply, achieve their goals, and grow into leaders who care for their peers and take action in support of what they believe in.

At Learning Without Limits, students and families are part of a community in which relationships are nurtured and student growth is a collaborative effort. We are grateful that our school community is very strong, and we are inspired by our community's ability to roll-up our sleeves and do whatever it takes to support our school. Please continue to get involved and engage - the stronger our partnership, the stronger our students will become!

This handbook is intended to inform families of Learning Without Limits' policies and procedures. Please review the handbook closely with your child, sign the Acknowledgement Form and return it to the main office.

If you have questions, concerns, or comments, please do not hesitate to contact us. We can be reached at 510-879-1292.

We look forward to working with you this year!

With respect,



Ms. Fox
Principal



THE EDUCATION FOR CHANGE MODEL

The Education for Change (EFC) mission is straightforward. Education for Change Public Schools (EFCPS) believes it is the right of every child to have access to a high-quality, 21st-century education. Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of schools that focuses relentlessly on our students' academic achievement.

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Through our unique model, **we transform** neighborhood schools into high-performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career.

We recruit and develop the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland.

We invest in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children.

And **we build** and maintain strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

EFC Values

We believe this work must be guided by the following common set of core values:

1. **Connected:** We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.
2. **Inclusive:** We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.
3. **Interdependent:** Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.
4. **Learners:** We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.



EFC Diversity, Equity, Inclusion, & Anti-Racism (DEIA) Commitments

Learning Without Limits is proud to be part of Education for Change (EFC) and shares EFC's commitment to diversity, equity, inclusion, and anti-racism. We believe every student deserves access to an excellent education and a school community where they feel safe, valued, respected, and a true sense of belonging.

We are committed to partnering with families as valued partners, building trusting relationships, and ensuring that every student – regardless of race, language, culture, disability, socioeconomic status, national origin, gender identity, or sexual orientation – has equitable access to the opportunities, support, and resources needed to thrive. Together, we strive to create an inclusive community where every student is empowered to learn, lead, and achieve.

EFC DEIA Commitments

EFC Instructional Vision

Purpose

The purpose of the EFC instructional principles are to define, at a high level, what we believe must be true for all students to meet our mission.

Over time, these principles will help to align our instructional frameworks and approach and inform our decisions related to program development and instructional support.

Instructional Principles

Four principles define our instructional vision: mastery, agency, acceleration, and engagement. These instructional principles are interconnected. For example, student agency requires active engagement, and true engagement cannot be obtained without rigorous instruction, and accelerated student outcomes require the habits and mindsets of self-direction. The beliefs and definition below provide some clarity on what these principles are in theory and practice.

Principle 1: Mastery of Knowledge and Skills

We believe a core task of educators is to ensure that each student builds the knowledge and skills necessary to reimagine and transform our world, and succeed and thrive within it.

Specifically, students must:

1. Apply learning: transfer skills and content knowledge to authentic and meaningful situations by designing, constructing, and creating new models and solutions
2. Think critically: apply tools and techniques to formulate and solve problems, synthesize and question complex ideas, consider multiple perspectives and revise thinking
3. Communicate effectively: clearly write, speak, and present ideas through a variety of media, within and across disciplines, for diverse audiences and purposes

Principle 2: Student Agency

We believe that to succeed in the 21st century, students must develop “agency,” or the capacity to originate and direct actions for a given purpose. Empowering students with agency is complex work, as agency requires we focus on a set of foundational habits to be internalized.

Specifically, students must:

1. Demonstrate growth mindset: readily take risks, recognize and build on personal strengths, consistently work to improve skills through practice and effort, and actively seek resources and feedback
2. Feel a strong sense of self-efficacy: believe in one’s own capabilities to organize and execute strategic action to attain identified goals



3. Self-regulate as learners: set goals, plan, organize, self-monitor, and reflect; maintain awareness of oneself and one's surroundings; and manage one's emotions, attention and behaviors to reach identified goals

Principle 3: Academic Acceleration

We believe that all of our students, regardless of background, must make accelerated progress towards mastery of rigorous standards. Because each child has their own unique learning trajectory, we must provide a targeted and strategic program designed to accelerate their learning. To this end, EFC schools provide a Multi-Tiered System of Support (MTSS) that combines universal access to the state standards with coherent supplemental and intensive supports.

Specifically, all students must have access to:

1. Rigorous grade-level content:
 - Multiple opportunities to engage in learning
 - Multiple opportunities and formats to demonstrate learning
 - Appropriate language and concept scaffolds to support content accessibility
2. Supplemental and intensive supports, as needed:
 - Flexible and responsive direct instruction in rapid data cycles focused on highest-leverage skills
 - Data-informed pedagogy that includes progress-monitoring and instructional mitigations towards clear learning targets
 - Behavioral and social-emotional supports that facilitate student engagement and access to classroom instruction
 - A strong asset orientation that seeks to acknowledge and celebrate academic growth and build student confidence

Principle 4: Active Engagement

We believe that when students are challenged in meaningful, rigorous and relevant tasks, learning at its core is a joyful experience. Relevant learning requires inclusivity of the diverse backgrounds of all students, social processes that promote collaborative interpretation of ideas, and authentic tasks that mirror the world at large.

Specifically, students must:

1. Sustain attention on rigorous learning tasks: explore all dimensions of a complex problem to build on existing schema and deepen understanding of the world
2. Demonstrate a passion for learning: broaden curiosity through inquiry into authentic, content-integrated tasks





Mission

Our mission at Learning Without Limits is to provide all students with rigorous, culturally relevant, and empowering education - grounded in caring, leadership, achievement, and perseverance - developing liberated students as lifelong learners.

Vision

Learning Without Limits believes authentic, caring relationships develop a joy for learning that allows students to achieve. When students feel seen, valued, and understood, they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who communicate effectively. LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners, who drive and advocate for their own learning.

Our school was founded through a partnership between families and teachers who shared a dream of what a school should be. This ongoing partnership, as well as our partnership with Education for Change Public Schools, drives our school's decisions as we relentlessly focus on the continuous refinement of high-quality instruction, strive to close the opportunity gap, and raise empowered leaders who will exit our doors, ready for higher education and a thriving future.



Core Beliefs

Our mission, vision, and core beliefs form the foundation of everything we do at Learning Without Limits. Grounded in research and proven best practices, our educational philosophy shapes every aspect of our academic program and ensures alignment between what we believe and how we teach.

We believe students learn best when they experience a rigorous, engaging, and supportive academic program. The key practices and structures that define Learning Without Limits are intentionally designed to reflect our core beliefs and to empower the students and families we serve.

Academic Program	
Core Belief	Program Design Principle
1. All students can excel at high levels.	• Grade-level appropriate, standards-aligned curriculum and instructional practices. • Individualized student support for all learners through intentional use of data. • Targeted, responsive intervention to facilitate acceleration.
2. Competence as a reader, writer, and speaker translates to confidence as a learner.	• Structured literacy as a foundation for mastering word recognition skills and language comprehension skills. • Integration of literacy across content areas through academic discourse and text. • Cultivation of classroom cultures of thinking through academic discourse.
3. A culture of learning allows all students and adults to grow and thrive.	• Frequent, comprehensive coaching and observation-feedback loops. • Professional learning communities focused on student learning and reflective instructional practice. • Strategic and relevant professional development centered on instruction.
4. Relationships and values are at the center of everything we do.	• Intentional cultivation of a values-driven community. • Restorative justice and circle practices strengthens our relationships with ourselves, each other, and our community. • Integration of socioemotional learning skills and habits to support students' long-term success. • Families are key partners in ensuring the academic and character growth of our students.



Core Values

Learning Without Limits develops and sustains an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive academic and behavior achievement is grounded in the teaching and practice of our CLAP core values. Our CLAP core values are:

- **Caring;**
- **Leadership;**
- **Achievement;** and
- **Perseverance.**

At Learning Without Limits, we live and exercise our CLAP core values each and every day.

Morning Chant

Every morning, we affirm and celebrate our vision for how our students will regard themselves as they leave our doors with our Morning Chant below.

*We stand on the shoulders,
Of those who came before us.
As we grow into leaders,
Who are passionate
And care about making our world better.
We are equipped
With skills and knowledge,
Filled with curiosity.
And we know that even when
We face challenges...
We
Will
Achieve!*

Mascot & Colors

The Learning Without Limits mascot is Dexter the Dragon. The school colors are burgundy, gray, and white. Black and dusty rose will often be used as complementary colors.

SCHOOL CONTACT

Contact Information

School	District	Ombudsperson
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School-To-Home Communication

At Learning Without Limits, we do everything we can to see that the families of our students are well informed of school updates. We send newsletters once a month with announcements, activities, reminders, and events, and post the newsletters on our Family Resource bulletin board. Additionally, we use both ParentSquare and DeansList to inform families of upcoming events and communicate occasional emergency messages. For access to our communication, it is imperative to keep the school informed of changes regarding student information, including mailing address, email addresses, and telephone numbers.



STAFF DIRECTORY

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TBH <i>Grade TK Program Leader</i>	 Sergio Pablo Calmo Mr. Pablo <i>Grades K-1 Boys' Program Leader</i> SPabloCalmo@girlsinc-alameda.org	 Denise Torres Ms. Torres <i>Grades K-1 Girls' Program Leader</i> DTorres@girlsinc-alameda.org
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Briceid Garcia

Ms. Garcia

Grades 4-5 Girls' Program Leader

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TBH

*Expanded Learning Opportunity
(ELO) Tutor*



SCHOOL SCHEDULE & CALENDAR

Schedule

The school building opens at 7:45 AM every school day. Breakfast is offered from 7:45 to 8:10 AM. Instruction begins at 8:10 AM for all grade levels. After 8:10 AM, if students are not in line, they are considered tardy.

All Wednesdays are minimum days at Learning Without Limits (LWL). We use Wednesday afternoons to provide high-quality professional learning for staff. Additional minimum days due to family conferences or other reasons are highlighted and noted on our academic calendar. Please note that students in grades TK-2 are dismissed at 1:45 PM and students in grades 3-5 are dismissed at 1:50 PM on Wednesdays and specified minimum days.

TK	Regular Day Schedule	TK	Minimum Day Schedule
8:10 - 9:50 AM	Instruction 1	8:10 - 9:05 AM	Instruction 1
9:50 - 10:05 AM	AM Recess	9:05 - 9:20 AM	AM Recess
10:10 - 10:35 AM	Instruction 2	9:25 - 10:35 AM	Instruction 2
10:35 - 10:55 AM	Lunch	10:35 - 10:55 AM	Lunch
10:55 - 11:15 AM	PM Recess	10:55 - 11:15 AM	PM Recess
11:20 - 1:30 PM	Instruction 3	11:20 - 12:25 PM	Instruction 3
1:30 - 2:00 PM	Recess	12:25 - 12:55 PM	Recess
2:00 - 2:50 PM	Instruction 4	12:55-1:45 PM	Instruction 4
K	Regular Day Schedule	K	Minimum Day Schedule
8:10 - 9:05 AM	Instruction 1	8:10 - 9:20 AM	Instruction 1
9:05 - 9:20 AM	AM Recess	9:20 - 9:35 AM	AM Recess
9:25 - 11:15 AM	Instruction 2	9:40 - 11:15 AM	Instruction 2
11:15 - 11:35 AM	Lunch	11:15 - 11:35 AM	Lunch
11:35 - 11:55 AM	PM Recess	11:35 - 11:55 AM	PM Recess
12:00 - 2:50 PM	Instruction 3	12:00 - 1:45 PM	Instruction 3
1st	Regular Day Schedule	1st	Minimum Day Schedule
8:10 - 9:20 AM	Instruction 1	8:10 - 9:45 AM	Instruction 1
9:20 - 9:35 AM	AM Recess	9:45 - 10:00 AM	AM Recess
9:40 - 11:15 AM	Instruction 2	10:05 - 11:15 AM	Instruction 2
11:15 - 11:35 AM	Lunch	11:15 - 11:35 AM	Lunch
11:35 - 11:55 AM	PM Recess	11:35 - 11:55 AM	PM Recess
12:00 - 2:50 PM	Instruction 3	12:00 - 1:45 PM	Instruction 3



2nd	Regular Day Schedule	2nd	Minimum Day Schedule
8:10 - 9:35 AM	Instruction 1	8:10 - 9:45 AM	Instruction 1
9:35 - 9:50 AM	AM Recess	9:45 - 10:00 AM	AM Recess
9:55 - 11:55 AM	Instruction 2	10:05 - 11:55 AM	Instruction 2
11:55 - 12:15 PM	Lunch	11:55 - 12:15 PM	Lunch
12:15 - 12:35 PM	PM Recess	12:15 - 12:35 PM	PM Recess
12:40 - 2:50 PM	Instruction 3	12:40 - 1:45 PM	Instruction 3
3rd	Regular Day Schedule	3rd	Minimum Day Schedule
8:10 - 10:05 AM	Block 1	8:10 - 10:10 AM	Block 1
10:05 - 10:20 AM	AM Recess	10:10 - 10:25 AM	AM Recess
10:25 - 11:55 AM	Block 2	10:30 - 11:55 AM	Block 2
11:55 - 12:15 PM	Lunch	11:55 - 12:15 PM	Lunch
12:15 - 12:35 PM	PM Recess	12:15 - 12:35 PM	PM Recess
12:40 - 3:00 PM	Block 3	12:40 - 1:50 PM	Block 3
4th	Regular Day Schedule	4th	Minimum Day Schedule
8:10 - 10:55 AM	Block 1	8:10 - 10:10 AM	Block 1
10:55 - 11:10 AM	AM Recess	10:10 - 10:25 AM	AM Recess
11:15 - 12:45 PM	Block 2	10:30 - 12:35 PM	Block 2
12:45 - 1:05 PM	Lunch	12:35 - 12:55 PM	Lunch
1:05 - 1:25 PM	PM Recess	12:55 - 1:15 PM	PM Recess
1:30 - 3:00 PM	Block 3	1:20 - 1:50 PM	Block 3
5th	Regular Day Schedule	5th	Minimum Day Schedule
8:10 - 10:05 AM	Block 1	8:10 - 10:50 AM	Block 1
10:05 - 10:20 AM	AM Recess	10:50 - 11:05 AM	AM Recess
10:20 - 12:45 PM	Block 2	11:10-12:35 PM	Block 2
12:45 - 1:05 PM	Lunch	12:35 - 12:55 PM	Lunch
1:05 - 1:25 PM	PM Recess	12:55 - 1:15 PM	PM Recess
1:30 - 3:00 PM	Block 3	1:20 - 1:50 PM	Block 3



Academic Calendar

See [2026-2027 LWL Academic Calendar](#) for our academic calendar. Hard copies of the academic calendar are also available in the Main Foyer next to the Family Resource bulletin board.

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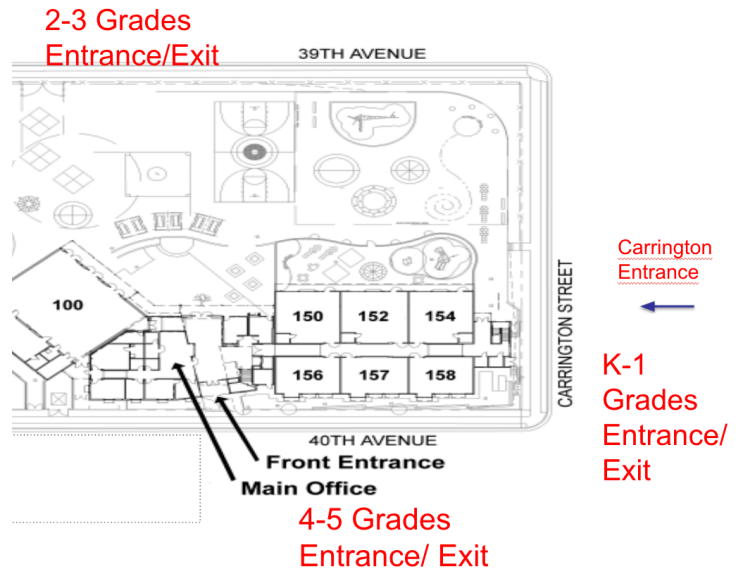
ARRIVAL & DISMISSAL

Drop-Off & Pick-Up

Drop-off and pick-up takes place at different gates for specific grade levels. See map below.

Grade Level	Drop-Off & Pick-Up Location
TK-1	side gate on Carrington St
2-3	back gate on 39th Ave
4-5	main entrance on 40th Ave

For families with multiple children at our school, we ask that older siblings are dropped off at the younger sibling's designated gate during drop-off, and older siblings meet at the younger sibling's designated gate during pick-up. This helps ensure a safe, calm, and efficient transition for all students. Please remind your children of this routine to support a strong start and end to each school day, and ensure a safe, smooth traffic flow.



Parking

If you plan to walk your child to school, please park only in a legal, designated parking space before walking them to their grade-level gate. Do not double park on 38th Ave, 39th Ave, Carrington St, or nearby streets, as it blocks traffic and delays other families. The Oakland Police Department regularly patrols the area and may issue citations to vehicles that are double parked.

On the 1st and 3rd Wednesdays and Thursdays of the month, there is street sweeping between 9:00 AM and 12:00 PM. Be mindful of which street you park on during street sweeping days to avoid receiving a citation from the city.

If you would like to personally drop off or pick up your child at their grade-level gate, please park in the neighborhood and walk with them. A map of nearby parking locations is provided below.



Arrival

Learning Without Limits' morning arrival begins at 7:45 AM. No student may be on campus or waiting outside campus without an adult before 7:45 AM, as it is not safe. To ensure safety, the only entrances available are 38th Ave, 39th Ave, and Carrington St.

Breakfast will be served in the cafeteria starting at 7:45 AM. Students who eat breakfast should arrive by 7:45 AM to have enough time to eat breakfast before school starts. The cafeteria breakfast window closes at 8:10 AM sharp.

Students are expected to be at school and engaging in our Morning Chant by 8:10 AM every school morning. All grade-level gates promptly close at 8:15 AM. **At 8:15 AM, if students are not in line with their class at the amphitheater, they are considered tardy and must enter through the main entrance on 40th Ave to receive a tardy slip.**

Students are not allowed in the hallways, pod area, or the Main Foyer before our Morning Chant unless they are accompanied and supervised by an adult.

After students arrive on campus, they are not permitted to leave campus.

No pets should accompany families onto campus for arrival, dismissal, or any other time they are visiting campus.

Dismissal

All students who are not enrolled in the Afterschool Program (ASP) or participating in ELO programs must be picked up or walk home within 10 minutes of dismissal. The dismissal schedule for regular days (Mondays, Tuesdays, Thursdays, and Fridays) and minimum days (Wednesdays and other specified days) is below.

Grade Level	Regular Day (Mon / Tues / Thur / Fri)	Minimum Day (Wed)
TK-2	2:50 PM	1:45 PM
3-5	3:00 PM	1:50 PM

Only grades 4-5 students with a signed "Permission to Walk Home" form on file may walk home on their own.

Students in grades TK-2 who are not picked up by 3:00 PM and students in grades 3-5 who are not picked up by 3:10 PM will be escorted to Room 156 to wait for pickup. Students who remain after the first 10 minutes of dismissal are considered late pickups.

Early Release

Parents/guardians who are picking up a student before the end of the school day must report to the Main Office to sign the student out and wait there. Students will only be released after an authorized adult has arrived. Office staff will not send students outside or escort them to waiting vehicles.

Early pickups should be limited to medical appointments, family emergencies, or illness. **To protect instructional time and ensure a safe, orderly dismissal, students may not be signed out within 30 minutes of their scheduled dismissal time unless documentation of a medical or other official appointment is provided.**



For the safety of all students:

- Any adult picking up a student must be listed as an emergency contact. If another adult will be picking up a student and is not listed as an emergency contact, the parent/guardian must notify the Main Office in advance. Students will not be released until the school receives confirmation from the parent/guardian.
- No student will be released without the signature of an authorized adult.
- Students who become ill during the school day must be picked up by an approved emergency contact and may not leave campus independently. This policy applies to all students in grades TK-5.

Families are strongly encouraged to schedule appointments on minimum days (every Wednesday and other dates listed on the academic calendar), during school breaks, or on student holidays whenever possible to minimize disruptions to instructional time.

Late Pick-Up

All students who are not enrolled in the Afterschool Program (ASP) or participating in ELO programs must be picked up or walk home within 10 minutes of dismissal. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up.

Families will be contacted to pick their child up. After 3 late pick-ups, the administration will schedule a conference with the family of the student to problem-solve regarding pick-up. Chronic failure to pick students up on time will result in additional steps, including meeting with administrators and eventual contact of CPS. Students may not wait outside the school without supervision before or after school hours.

SCHOOL CAMPUS

Closed Campus

Learning With Limits is a closed campus. Once students arrive at school, they may not leave the campus without parent/guardian permission to be released early. Staff should not bring students off campus unless it is an approved field trip with parent/guardian permission.

The Global Family Elementary School campus is off-limits to Learning Without Limits students and vice versa.

Multi-Purpose Room (MPR)/Cafeteria

The Multi-Purpose Room (MPR) also functions as a cafeteria. Once students receive breakfast or lunch in the Cafeteria, students must sit down and eat to avoid choking (while running or moving about).

Families may not be in the MPR/Cafeteria unless there is an event taking place.

Bathrooms

Bathrooms should be kept clean and quiet at all times. There is no playing allowed in the bathrooms.

Students are encouraged to use the bathrooms before school, during lunch and recess, and after school to maximize learning time.

During recess, students must enter the bathrooms in the main building from outside. Students may not enter the hallways because there is no hallway supervision. Bathrooms in the pod area are not to be used during recess.

If students need to use the bathroom during class, students must ask for permission from an adult. After permission is granted, students must have a pass to go to the bathroom.

If there is a problem with a bathroom, students should notify an adult or report the problem to the Main Office.



The only adults who should ever be in student bathrooms are custodians and staff members who are supervising or dealing with a specific problem. If a student sees an adult in the student bathroom, the student should leave the bathroom and notify a staff member immediately.

All adults, parents/guardians, families, and visitors must use the adult bathrooms in the Main Office.

Hallways

Students must ask permission from an adult before going to the bathroom, Main Office, or another area of the school. After permission is granted, students must have a pass on their way to their destination. Students must walk safely and quietly in the hallways to avoid disrupting other classrooms.

Yard

Staff members supervise students on the Yard during all recess times and as part of morning arrival between 7:45 AM and 8:15 AM. Students may not be on the Yard during class unless accompanied and supervised by an adult.

PE class takes place on the Yard next to Global Family, near 39th Ave. All other students who are not in PE must be in the middle of the Yard.

Visitors

Guest-students, siblings, friends, and other relatives may not attend class if they are not enrolled at Learning Without Limits. No pets should accompany families onto campus for arrival, dismissal, or any other time they are visiting campus. Any deliveries (i.e., lunches, jackets, etc.) to students should be made through the Main Office.

To ensure minimum interruption of our academic program and prioritize the safety of our school community, visits during school hours must be arranged at least 24 hours in advance with the teacher or staff member and Principal/designee. **If a meeting or conference is desired, an appointment must be scheduled with the teacher or through our Main Office during non-instructional time (i.e., before school, during lunch & PM recess, or after school).**

All visitors must report to the Main Office, sign in, and wear a visitor's ID badge. All visitors must sign out in the Main Office before leaving campus. All staff members on campus should direct all visitors to the Main Office to sign in and receive a visitor's ID badge. This policy applies at all times, including before and after school, as well as during Expanded Learning Opportunities (i.e., afterschool programs, sports, and clubs).

During dismissal for Afterschool Program (ASP) and ELO programming, all families should wait in the designated Family Waiting Areas in the Main Entrance: in the Main Office or around the Lost & Found entrance area and benches by the Main Entrance. Families should not wait by the benches next to the doors leading out to the Yard, near the MPR/Cafeteria, by the student bathrooms, or along the TK-1 hallway.

We expect our parents, families, and visitors to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. Visitors are expected to follow all applicable laws, rules, and policies. Visitors who do not follow the direction of staff or follow applicable laws, rules, and policies will be asked to leave.

Volunteers

Learning Without Limits welcomes and encourages family volunteers! Volunteers serve under the direction of school staff with the purpose of enriching the schools' programs and meeting the needs of students.



All volunteers must sign up as a volunteer with the Main Office, fill out required documentation, and complete volunteer training before volunteering at Learning Without Limits. All field trip chaperones must be cleared as a volunteer by the Site Operations Manager in order to chaperone a field trip.

Volunteers at EFC are categorized by both the type of service and the level of interaction they have with students on or off campus. The school requires background checks and other documentation from volunteers dependent on their volunteer level.

Volunteer Levels				
	Level 1	Level 2	Level 3	Level 4
Definition	- no student contact - outside of school day	- limited student contact - public areas during school day	- student contact - on- or off-campus - with direct supervision of school staff	- direct student contact - off-campus - without direct supervision of school staff
Examples	- weekend events - after school events - FLC - parent meetings	- office volunteer - event volunteer - guest speaker	- classroom volunteer - recess supervision - field trip chaperone (class must remain in the same group)	- field trip chaperone (class may break into small groups) - after school club volunteers
Requirements	☐ volunteer application ☐ volunteer training	☐ volunteer application ☐ volunteer training	☐ volunteer application ☐ volunteer training ☐ TB test	☐ volunteer application ☐ volunteer training ☐ TB test ☐ fingerprinting

Drivers for school field trips must also provide the school with a copy of a valid driver's license and insurance information demonstrating the minimum coverage required by the school.

All volunteers must report to the Main Office, sign in, and wear a volunteer's ID badge. All volunteers must sign out in the Main Office before leaving campus. All staff members on campus should direct all volunteers to the Main Office to sign in and receive a volunteer's ID badge.

We expect our volunteers to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. Volunteers are expected to follow the direction of the staff member with whom they are working and to conform to all applicable laws, rules, and policies. Volunteers who do not follow the direction of staff or follow applicable laws, rules, and policies will not be allowed to continue in a volunteer capacity.

[EFC Volunteer Policy](#)



Education for Change Public Schools believes that parents are full partners in their children's education. We strive to build strong relationships of respect and trust with families. Our family partnerships feature shared responsibility and decision-making to support every child. As such, family involvement and engagement is an important part of creating a successful learning community at Learning Without Limits and critical to fulfilling our school's vision.

Family Leadership Council (FLC)

The school-based Family Leadership Council (FLC) serves as part of local governance, with parent representatives from all grade levels. Two representatives from the school-based FLC will also serve on the org-wide FLC.

The Family Leadership Council (FLC) meets monthly with the Principal to review schoolwide student data, monitor progress toward school goals, and provide input on schoolwide decisions, including curriculum, the budget, the school calendar, student health and welfare, and other key initiatives. The Family Leadership Council (FLC) also sponsors school events and meets with elected officials to advocate for the interests of students and families, serving as a positive force for change in the broader community.

Interested parents/guardians should contact the Main Office for more information or reach out to the Principal. The Family Leadership Council (FLC) meets once a month, on the 2nd Tuesday of each month from 5:30 to 6:30 PM. Spanish translation is available.

EFC Family Leadership Council (FLC)

The org-wide Family Leadership Council (FLC) has two representatives from each EFC school. This group meets on the 4th Tuesday of each month from 5:00 to 6:30 PM, and discusses issues that impact the entire network. From this body, two parent representatives are elected to the Education for Change Board of Directors.

Coffee with the Principal

Once a month, Learning Without Limits hosts Coffee with the Principal, during which families can enjoy free coffee and pastries while connecting with one another and our school community. These gatherings are a space to build relationships, ask questions, and share feedback directly with our Principal. Key updates and information shared during Family Leadership Council (FLC) meetings are also shared during Coffee with the Principal.

Coffee with the Principal takes place once a month, on the 3rd Friday of each month from 8:30 to 9:30 AM. Spanish translation is available.

Family Conferences

Family conferences are held two times a year and provide an opportunity for families, students, and teachers to come together to discuss student progress, celebrate growth, and set goals. These conferences help strengthen the partnership between home and school to support each student's success.

Academic Town Halls & Grade-Level Family Meetings

Academic Town Halls & grade-level family meetings take place at least three times a year and are designed to foster collaborative learning between families, students, and teachers. These sessions focus on key areas like literacy, writing, and math, where teachers review recent student data, introduce upcoming standards and content, and share strategies families can use at home to support learning.



Parent Institutes

Parent Institutes, offered in partnership with Families in Action (FIA), include a series of sessions where families build advocacy and leadership skills while learning how to support their child's learning at home and across the school. These institutes empower families to be active partners in their child's education and in our school community.

Interested parents/guardians should contact the Main Office for more information or reach out to the Principal. There are a limited number of spaces available for each Parent Institute.

Family Workshops

Family Workshops are offered throughout the year and cover important topics on how to support children's well-being and learning, such as social media use and mental health. These workshops provide families with practical tools, resources, and strategies to support their children at home and in everyday life.

COMMUNITY PARTNERSHIP

We have rich partnerships with community-based organizations across Oakland and Alameda County, including Girls Inc. of Alameda County, Families In Action (FIA), Alameda County Community Food Bank, Seneca Family of Agencies, and Tapestry Church. Our community partners provide many opportunities and supports for students and families such as social services, afterschool programs, and leadership development.

Afterschool Program (ASP)

Girls Inc. of Alameda County is our Lead Agency for the Afterschool Program (ASP), providing engaging, high-quality programming that supports academic growth, social-emotional development, and leadership skills. The program offers a safe and supportive environment for students after school each day.

Families interested in enrolling their child in our Afterschool Program (ASP) must submit an application and attend an orientation at the beginning of the academic year. Interested parents/guardians should contact the Main Office for more information or reach out to our ASP Program Coordinator.

Families In Action (FIA)

Families In Action (FIA) is a community organization that partners with our school and network to support family leadership and advocacy. Through workshops, institutes, and events, FIA helps families build the knowledge and skills to support their children's education and become active voices in our school community.

Food Bank

Our monthly Food Bank, offered in partnership with the Alameda County Community Food Bank, provides free groceries to all community members. The Food Bank takes place once a month, on the 2nd Friday of each month from 1:45 to 2:30 PM.

Mental Health Services

Seneca Family of Agencies partners with our school to provide mental health services and support for students. Their team offers counseling and other therapeutic services to help students build emotional well-being, cope with challenges, and succeed both in and out of the classroom.

Tapestry Church

Tapestry Church is a valued community partner that provides a wide range of support to our school, including volunteer work, school beautification projects, donations, and organizing events like toy drives. Their ongoing partnership helps strengthen and uplift our school community.



Dress Code & Uniform

At Learning Without Limits, our dress code supports a safe, inclusive, and focused learning environment. All students are expected to wear a burgundy shirt – this may be a plain burgundy shirt or a uniform polo with the LWL logo. While plain burgundy shirts are acceptable, uniform polos with the LWL logo are highly recommended for daily wear and are required for all field trips.

Students should wear black or khaki uniform pants, shorts, or skirts. Pants are encouraged, as children may fall or trip during play. Skirts must be no shorter than two inches above the knee. **Sweaters and sweatshirts may be worn over the uniform shirt and must be school-appropriate in solid gray, burgundy, black, or white.**

Students must wear closed-toed shoes that are suitable for running and playing. Heelys, dress shoes, sandals, slippers, and other unsafe footwear are not permitted.

If a student arrives at school without appropriate shoes, the parent/guardian will be contacted and asked to drop off appropriate footwear at the Main Office. **Until appropriate shoes are provided, the student will not be permitted to participate in Physical Education (PE), outdoor recess, or other physical activities for safety reasons.**

Clothing, apparel, and/or accessories that could be construed as sexual, violent, inappropriate (such as drugs and alcohol), or gang-related may not be worn to school.

If a student arrives at school not in dress code, the student will be given a loaner shirt and/or sweater to borrow for the day. The parent/guardian will also be notified by text message from the Main Office.

Following a dress code helps reduce peer comparison and bullying, reinforces school pride, and promotes a sense of unity and belonging among students. We appreciate your partnership in helping students come to school each day dressed for success and school pride.



SHIRTS

PERMITTED ✓



burgundy shirt or uniform polo (purchase in Main Office)

NOT PERMITTED ✗



graphic t-shirts, dresses, or pajamas

BOTTOMS

PERMITTED ✓



BLACK or KHAKI pants, shorts, or skirts

NOT PERMITTED ✗



sweats, jeans, or pajamas

SHOES

PERMITTED ✓



close-toed sneakers or Crocs

NOT PERMITTED ✗



Heelys, heels, slippers, or sandals

Contacting Students at School

Students are not permitted to use phones or electronic devices during the school day. Families should not expect students to answer cell phones or return text messages during school hours. Please refer to the “Phones & Electronic Devices” section of this handbook for more information.

If families need to reach a child during the school day, please call the Main Office. Students can also come to the Main Office if they need to make a phone call home during school hours. They may come to the Main Office and call home before school, during lunch/recess, after school, and during class with adult permission.



Breakfast & Lunch

All parents/guardians complete and fill out an application for free and reduced-priced meals at the beginning of the school year, during Data Confirmation Day or upon enrollment. Breakfast and lunch are available, free-of-charge, for all students.

Families may choose to send a cold lunch with their child to school. Please note:

- Food must be ready to eat. California Health and Safety Code and school food service guidelines prohibit school staff from reheating student meals due to potential food safety risks.
- Send lunches in insulated containers if you would like food to stay warm or cold.
- Do not send items that require microwaving or preparation.
- Food and snacks must be nutritious. Soda, candy, chips, and other junk food are not permitted. Learning Without Limits is also a nut-free campus.

To maintain a safe and focused school environment, families may not eat breakfast or lunch with their child during the school day. We appreciate your understanding and support.

Food & Drink

To maintain a strong learning environment and protect our equipment and facilities, food and drinks are only allowed during designated eating times and in designated eating locations. Food must only be eaten in the Cafeteria or outside in the Yard during recess. **There is to be NO food or drinks (except water) in classrooms.**

Lunch Drop-Off

Parents/guardians who are dropping off lunch for students must drop them off at the Main Office. The Main Office will either distribute the student's lunch to the classroom or distribute it during the student's scheduled lunch time. Students may not be taken out of class to retrieve lunches from parents/guardians as they are learning.

Birthday Celebrations

To keep celebrations fair, inclusive, and focused on learning, Learning Without Limits has established the following birthday celebration guidelines. While every student's birthday is a special occasion, classroom celebrations should not disrupt instruction or create competition among students. Birthday celebrations are intended to be brief classroom recognitions rather than parties.

To preserve instructional time, all celebrations are limited to the approved timeframe and must follow the guidelines outlined below:

- Families may provide individual, healthy treats for the entire class to celebrate a student's birthday. Birthday balloons are not permitted on campus.
- **With the exception of TK, classroom birthday celebrations may only take place during the last 15 minutes of the school day.** For TK only, celebrations must take place from 1:45 to 2:00 PM on regular school days and from 12:40 to 12:55 PM on minimum days. Parents/guardians and teachers must notify the Main Office at least 24 hours in advance.
- No more than two family members may attend a student's classroom birthday celebration. All visitors must sign in at the Main Office and obtain a visitor's badge before entering classrooms.
- After the celebration, any remaining treats must be taken home, disposed of in the classroom, or left with the classroom teacher or birthday celebrant. Students attending afterschool or ELO programs may not bring birthday treats into the programs and must either store them in their backpack to take home or dispose of them before leaving the classroom. This expectation helps promote fairness for all students and allows afterschool and ELO staff to provide a safe, engaging program.



Toys

Toys are not allowed at school, as they can cause distractions during learning time, lead to conflicts among students, and may get lost or damaged. To support a focused and safe learning environment for all students, we ask families to check their child's backpack each morning to ensure toys are left at home. If a toy is brought to school, staff will follow a responsive process:

- **the first time**, the student will be asked to put the toy away; and
- **if it happens again**, the toy will be collected by staff and held in the Main Office for parent/guardian pick-up.

Lost & Found

Lost items are placed in the Lost & Found metal rack near the main entrance. If an item is valued over \$100, it should be brought to the Main Office for safekeeping. Labeled items may be returned by the Operations Team. Unclaimed, unlabeled items are donated on the first Monday of each month. The school is not responsible for lost items.

Family Tips

- Label or write the **student's name with permanent marker** on his/her clothing, backpacks, lunch boxes, and water bottles, so items can be easily identified if lost or misplaced.
- Items that are not necessary for school, especially valuable ones, are best left at home.

Field Trips

At Learning Without Limits, we believe that field trips are an important way to make learning relevant and meaningful. These field trips provide students with meaningful, real-world connections to what they learn in the classroom and enrich their overall educational experience.

[EFC Field Trip Policy](#)

Permission & Notification

Parents/guardians must sign a permission form for each field trip. Parents/guardians are notified in advance and provided with all necessary details and forms related to the field trip.

Chaperones

All field trip chaperones must meet volunteer requirements based on the volunteer levels. At a minimum, all field trip chaperones must complete a volunteer application, complete volunteer training, and submit a current TB test. Chaperones play a key role in helping ensure student safety and supervision.

Dress Code & Uniform Requirement

Students must wear their Learning Without Limits uniform to attend any field trip. Uniforms help staff and chaperones identify students easily and keep everyone safe in public spaces.

Safety & Eligibility Criteria

To ensure a safe and positive experience for all students, eligibility for field trips is based on attendance and behavior:

- Fall Field Trip: Fewer than 2 referrals and at least 95% attendance;
- Winter Field Trip: Fewer than 4 referrals and at least 95% attendance; and
- Spring Field Trip: Fewer than 6 referrals and at least 95% attendance.

Students who meet these criteria will be invited to participate in the field trip.



ATTENDANCE

At Learning Without Limits, the school expects students to come to school on time, every day. More time in class means more time for learning, thereby preparing all students to access and excel in the college and career of their choice. Every minute of a child's time at school is important. Students who are absent for even one day, or who arrive late to school, miss valuable learning time and can easily fall behind in school.

While there are legitimate reasons to miss school such as illness and bereavement, students should be in school at all times so they can meet their full academic potential while attending Learning Without Limits. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. Parents/guardians are responsible for sending students to school everyday and planning vacation trips and absences for personal reasons during school breaks so that the learning is not disrupted.

Daily attendance is taken electronically every school day. If a student is not in class, the student is marked absent and the parent/guardian is called.

Students who demonstrate perfect attendance or significant attendance growth are recognized during schoolwide assemblies and community celebrations throughout the school year!

Reporting & Clearing Absences

If your child will be absent, please call/visit the Main Office or send a signed note with your child's name, the reason for the absence, and the dates the child missed school.

Absences must be cleared within 3 days or they will remain unexcused.

A doctor's note is required when a student is absent for 3 consecutive days. If a doctor's note is given to the school retroactively, the note must be submitted within 3 days of the first absence.

If your child is absent due to illness **more than 6 times in a year**, a doctor's note is required for future absences to be excused.

Students may be involuntarily disenrolled after 10 consecutive absences without a response from the parent/guardian.

Excused & Unexcused Absences

Excused Absences	Unexcused Absences
● illness (<i>medical note required for 3+ days</i>) ● injury (<i>medical note required for 3+ days</i>) ● quarantine directed by a health official ● medical/dental appointments ● funeral & bereavement (<i>up to 5 days</i>) ● victim support services ● religious observance (<i>up to 4 days/month</i>) ● court appearances & naturalization ceremony ● time with a family member in active military service	● unverified absences ● personal reasons ● vacation trips ● leaving campus without permission ● absences without medical note (<i>after 6 days</i>)



Students with excused absences may make up missed assignments and tests for full credit based on the number of days absent.

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. If the student is under the age of 6, the school is still required to follow the same procedure as the student is the school's responsibility.

A student is considered **truant** when they have:

- **3 or more unexcused absences;** or
- **3 or more unexcused tardies** of over 30 minutes.

Chronic Absences

A student is considered **chronically absent** when they miss **10% or more** of the school year — for any reason, excused or unexcused.

The school monitors attendance closely. If your child is at risk of chronic absenteeism, the school will begin the School Attendance Review Team (SART) process.

Chronic absenteeism affects learning and progress. We encourage strong family-school communication to support consistent attendance.

School Attendance Review Team (SART) Process

Attendance is reviewed every day. The Learning Without Limits's School Attendance Review Team (SART) process is shared below.

# of Unexcused Absences/Tardies	Letter	Process
3 or more	Truancy Letter #1	• notice sent digitally and mailed out • attend SART meeting #1 • sign Truancy Letter #1 • complete attendance support plan
6 or more	Truancy Letter #2	• notice sent digitally and mailed out • attend SART meeting #2 • sign Truancy Letter #2 • home visit (<i>conducted for no shows</i>) • update and revise attendance support plan • assigned to SART case management • ineligible for field trips and/or school traditions
9 or more	Truancy Letter #3 & SARB Referral	• notice sent digitally and mailed out • referred to School Attendance Review Board (SARB) • attend SARB hearing • sign Truancy Letter #3 • home visit (<i>conducted for no shows</i>) • sign attendance contract • assigned to SART case management • ineligible for field trips and/or school traditions



Independent Study (IS)

If a student will be out of school for more than 3 days, families may request an Independent Study (IS) Contract with prior approval from the Principal. Independent Study (IS) is an optional educational alternative and is not a replacement for regular school attendance.

Independent Study (IS) may be approved for up to 40 school days in one school year. Independent Study (IS) lasting more than 15 school days may only be approved for limited reasons, such as required quarantine/isolation or a temporary disability with written documentation from a licensed physician.

Requesting an Independent Study (IS) Contract

To request an Independent Study (IS) Contract, families must contact the Main Office and speak with the Jr. Office Manager: Attendance at least 2 school days before the absence whenever possible. The Principal must review and approve the request before Independent Study (IS) begins. A written agreement must be completed and signed by the required parties.

Assignments must be completed and submitted within 15 school days of being assigned. Independent Study (IS) is designed to provide academic and learning continuity during approved absences.

Tardies

Students are expected to be at school and engaging in our Morning Chant by 8:10 AM every school morning. All grade-level gates promptly close at 8:15 AM. **At 8:15 AM, if students are not in line with their class at the amphitheater, they are considered tardy and must enter through the main entrance on 40th Ave to receive a tardy slip.**

Early Release

Parents/guardians who are picking up a student before the end of the school day must report to the Main Office to sign the student out and wait there. Students will only be released after an authorized adult has arrived. Office staff will not send students outside or escort them to waiting vehicles.

Early pickups should be limited to medical appointments, family emergencies, or illness. **To protect instructional time and ensure a safe, orderly dismissal, students may not be signed out within 30 minutes of their scheduled dismissal time unless documentation of a medical or other official appointment is provided.**

For the safety of all students:

- Any adult picking up a student must be listed as an emergency contact. If another adult will be picking up a student and is not listed as an emergency contact, the parent/guardian must notify the Main Office in advance. Students will not be released until the school receives confirmation from the parent/guardian.
- No student will be released without the signature of an authorized adult.
- Students who become ill during the school day must be picked up by an approved emergency contact and may not leave campus independently. This policy applies to all students in grades TK-5.

Families are strongly encouraged to schedule appointments on minimum days (every Wednesday and other dates listed on the academic calendar), during school breaks, or on student holidays whenever possible to minimize disruptions to instructional time.

First Week Attendance

Students must attend school during the **first 5 days**. If a student is absent without a valid reason, they may be disenrolled on the **6th day**. We will attempt to contact the parent/guardian before this happens.



Involuntary Removal Process

If the school is considering removing a student from enrollment, families will receive a written notice **at least five school days in advance**. This notice will:

- Explain why the student may be removed;
- Include the student's and family's rights, including the right to a hearing; and
- Be provided in the family's home language when possible.

If a hearing is requested, the student will remain enrolled until the hearing is complete and a final decision is made. Families may bring someone to support them, like a legal advocate.

If there is no response or if the family misses the hearing, the student may be disenrolled on the scheduled date. If the student is disenrolled, the school will notify the student's home district within 30 days.

This process is separate from suspension or expulsion and is only used when necessary, following state law.

Non-Discrimination

All attendance policies are applied fairly and equally, regardless of a student's background, identity, or family situation.

HEALTH & SAFETY

Learning Without Limits is committed to providing a safe, healthy, and supportive environment where all students can thrive physically, emotionally, and academically. The following policies and procedures are in place to protect students' well-being.

Emergency Information

Every student must have a completed Emergency Information on file, submitted during Data Confirmation Day or upon enrollment. This Emergency Information includes:

- Parent/guardian names, address, and phone numbers (home, work, and cell);
- Emergency contacts (other adults who may be called if the parent/guardian can't be reached); and
- Important medical and health information.

Please keep your contact information up to date throughout the year. This ensures the school can reach you quickly and keep your child safe in case of an emergency.

Care & Supervision

Students may not leave campus or be transported by a staff member without the permission of both the parent/guardian and the Principal.

Students participating in the Afterschool Program (ASP); Expanded Learning Opportunities (ELO) such as sports, clubs, or Dragons' Den; Homework Center; or other school-sponsored activities are supervised by school staff during those programs.

Students who are not enrolled in one of these supervised programs must be picked up within 10 minutes of their scheduled dismissal time. After this time, students are considered late pickups and will be escorted to the designated late pickup location. Families are expected to follow the school's Late Pick-Up Policy.

Families will be notified in advance if students are required to remain after school for a school-sponsored activity. Students will be supervised by staff until picked up.



Students will only be released to individuals listed on the student's Emergency Information Card unless the school has received prior written or verbal authorization from the parent/guardian for another authorized adult to pick up the student.

ICE Response

Our school is committed to providing a safe and supportive environment for all students regardless of immigration status.

Immigration and Customs Enforcement (ICE) agents are not allowed to enter campus. The school will notify families immediately if ICE agents attempt to contact a student on campus or enter campus.

Students and families will be supported and connected to legal and community resources if needed.

Immunizations

California law requires that students have up-to-date immunizations to attend school unless they qualify for a valid medical exemption. Families must provide proof of immunizations upon registration and keep them current.

The school will notify families if additional vaccines are needed.

Health Screenings

Vision and hearing screenings are conducted for students in designated grade levels. The school will provide screening results to families once they are received.

[EFC Vision & Hearing Screening Policy and Procedure](#)

Personal Hygiene Products

Free menstrual products are provided and available in all student and adult bathrooms on campus. Students may take what they need without asking permission.

TK Toileting

All age-eligible children are welcome in our TK classes, regardless of their toileting needs. We know that TK students are at different stages of toilet learning, and we're here to support them. Some children may need help with wiping or washing hands, others may need reminders or help changing clothes after an accident, and some may still need support with using the toilet or pull-ups. No child will be sent home, suspended, or removed from school due to toileting accidents. Our goal is to work with families to support each child's path toward toileting independence.

[EFC TK Toileting Policy](#)

Family Partnership

Families will complete a [Toileting Progress Survey](#) to help us understand each child's current needs, home routines, and any resources or strategies that are helpful. Families will also have the opportunity to meet the TK team and tour the classroom. If needed, we'll work with families to create an [Individualized Toileting Support Plan](#).

Daily Bathroom Support

All TK students benefit from the following:

- Regular reminders and scheduled bathroom breaks;
- A clean, welcoming bathroom stocked with supplies and visuals; and
- Explicit instruction on how to ask to use the bathroom, use the toilet and flush, and wash hands properly.



Handling Accidents

Families are asked to send an extra set of clean clothes to school. We will keep the student's extra set of clean clothes in a Ziploc® bag labeled with the student's name, inside the student's TK class. We also keep spare clothes on hand.

Staff will support students with changing clothes when needed, using minimal adult assistance. This may include:

- Verbal support from behind a stall;
- Helping with tricky fasteners (we recommend elastic waistbands); and
- Step-by-step guidance with cleaning (e.g., handing wipes and explaining what to do).

Whenever possible, two trained staff members will be present during toileting support.

In the event an accident happens, soiled clothes will be sent home in a sealed bag with an [Accident Note](#). In cases of significant stool accidents, clothing may be discarded, and clean clothes provided.

Individual Needs & Accommodations

Tier 1 toileting supports (such as bathroom reminders, lessons, etc.) apply to all students, regardless of their Special Education status.

Students who have an IEP or 504 plan involving toileting receive the supports listed in their IEP or 504 plan.

The [Individualized Toileting Support Plan](#) is created for students who enter TK **without** an IEP or 504 plan.

Medication

Whenever possible, medications should be given at home. If a student needs to take medication during school hours, the following is required:

1. A [Medication Authorization](#) form must be completed **each year**, signed by both a parent/guardian and a healthcare provider, and submitted to the Main Office;
2. All medication must be brought to school in its **original container** by a parent/guardian. Medications in plastic bags, envelopes, or unmarked bottles will not be accepted.
3. At the end of the school year, families must pick up any remaining medication from the office.

If a student becomes ill or experiences discomfort during the school day, the parent/guardian will be contacted as needed. School staff may only administer prescription or over-the-counter medication when a completed Medication Authorization Form, including written authorization from both the student's licensed healthcare provider and parent/guardian, is on file with the school, as required by California law.

Storage & Student Access

Students are not allowed to carry or store medication in backpacks, desks, or clothing unless specifically authorized.

Students with asthma (inhalers), allergies (EpiPens), or diabetes (insulin) may carry medication if permission is granted through the signed Medication Authorization Form.

If your child has asthma, food allergies, or diabetes, you must complete a [School Asthma/Allergy Action Plan](#) and submit it to the Main Office.

Illness & Injuries

If a student becomes sick (fever over 100°F and/or other symptoms) or injured at school, the Main Office will:

- Contact the parent/guardian immediately; and
- Keep the student in the office until the parent/guardian or an authorized adult arrives.



CPR & First Aid

School staff are trained in CPR and first aid to respond to student emergencies. First aid is administered as needed, and families are contacted in the event of a serious injury or illness.

Communicable Diseases & Health Exclusions

Students with contagious illnesses (e.g., chickenpox, flu, COVID-19) must stay home until they are no longer contagious. Families will be notified of outbreaks or exposure to communicable diseases. Parents/guardians notify the Main Office if their child has a contagious illness.

Bloodborne Pathogens

Our school follows all health and safety procedures outlined in our Safety Plan to prevent the spread of bloodborne pathogens. Staff are trained annually and use protective measures when providing care.

Head Lice

If lice are found, the student will not be sent home. Families will be notified the same day and given information about treatment. Staff will maintain student confidentiality.

If live lice are present, the student will be rechecked in 7-10 school days. Affected students will be discouraged from direct head-to-head contact.

Nutrition

Good nutrition helps children grow, learn, and thrive. Learning Without Limits promotes wellness practices and aligns with Oakland Unified School District's [Wellness Policy](#) and Healthy Food Guidelines to promote healthy eating habits and student well-being. Families are expected to pack nutritious lunches and snacks that support learning and healthy growth. Examples of healthy choices include:

Foods Allowed & Meets Healthy Food Guidelines	Foods NOT Allowed & Do Not Meet Healthy Food Guidelines
• fruits • vegetables • dairy products • protein-rich foods • whole grains • water 	• candy and gum • hot chips (Flamin' Hot Cheetos, Hot Takis, etc.) • soda, energy drinks, and sugary drinks • fast food • nuts 



Learning Without Limits is a **nut-free school** to help protect students with severe food allergies. Please do not send snacks or meals containing peanuts, tree nuts, or nut products. To help keep all students safe, food should not be shared among students.

Students may eat food brought from home during designated meal and snack times. If a student brings food that does not align with the school's Healthy Food Guidelines, staff will follow a responsive process to support healthy eating habits:

1. The food will be collected and held in the Main Office for parent/guardian pickup.
2. The Main Office will notify the parent/guardian by text message, provide a copy of the school's Healthy Food Guidelines, and send the student home with the Healthy Food Guidelines.
3. School staff will partner with families, as needed, to support these expectations and promote healthy nutrition choices.

Food and beverages provided for classroom celebrations, school-sponsored events, and fundraisers must follow school guidelines and applicable state and local nutrition requirements. Healthy options are encouraged at all school events.

Food Allergies & Dietary Restrictions

Families must inform the Main Office and teachers about any food allergies or dietary restrictions. Parents/guardians must complete a [School Asthma/Allergy Action Plan](#) and submit it to the Main Office.

Special Meals and/or Accommodations

Students with special dietary needs due to a medical condition or disability may be eligible for meal accommodations at school. To request special meals or modifications, families must provide a completed [Medical Statement to Request Special Meals and/or Accommodations form](#), signed by a licensed medical professional. This form should outline the student's dietary restrictions and the specific modifications required. Once submitted to the Main Office, the Site Operations Manager, school nutrition staff, and Student Support Services (S3) Coordinator will review the request and work with the family to ensure appropriate accommodations are in place.

Mental Health & Wellness Support

The school promotes a safe, supportive environment to help students succeed academically and emotionally. Counseling services are available to support students' social-emotional health and well-being. Families can contact the Main Office or their child's teacher for referrals to mental health resources if needed.

Suicide & Self-Harm Prevention

Learning Without Limits takes mental health seriously. Staff are trained to recognize warning signs of suicide and self-harm. If a student is in crisis or expresses thoughts of harming themselves, clinicians or administration will respond immediately.

If a student shows signs of self-harm or suicidal thoughts:

- Staff will follow safety protocols to ensure the student's immediate safety;
- Parents/guardians will be contacted promptly; and
- Referrals to mental health professionals and community resources will be provided.

We encourage open communication and early support to help students thrive.



Mandated Reporting

Under California law, all school employees are mandated reporters. If a staff member knows of or reasonably suspects that a student has been abused, neglected, or is at risk of abuse or neglect, they are legally required to make a report to the appropriate child welfare agency or law enforcement. Staff members are required by law to report reasonable suspicion and do not investigate allegations themselves. These reports are made to help protect the safety and well-being of children.

Students Unhoused

Students who are unhoused, or transient, have the right to attend school and access all programs and services. Our school's McKinney-Vento Coordinator is the Site Operations Manager. The Site Operations Manager can help with enrollment support, technology access, and community services and resources.

Emergency Preparedness

Learning Without Limits follows a comprehensive Safety Plan to respond to emergencies during the school day. The Safety Plan and evacuation routes are posted in each classroom, workspace, and shared area. In the event of an emergency, students will remain on campus and follow directions to either:

- Stay in place;
- Take cover; or
- Evacuate to a designated area.

Students will only be released to authorized adults after identification is confirmed by school staff.

Emergency Drills

To keep students safe during emergencies, Learning Without Limits regularly conducts fire, earthquake, lockdown, lockout, and disaster drills.

Facility Safety

Our campus is regularly inspected for hazards and maintained to meet health and safety codes. Students are expected to report any unsafe conditions to staff right away.

Drug-, Alcohol-, and Smoke-Free Environment

The use of tobacco, e-cigarettes, alcohol, marijuana, or illegal drugs is strictly prohibited on school grounds by students, staff, and visitors. This includes during all school-sponsored events and off-site activities.

Media Release

We ask for parent/guardian permission before photographing or recording students for school-related media, including photos, videos, or publications. This ensures families' comfort and privacy are respected.

Confidentiality & Family Educational Rights and Privacy Act (FERPA)

The school protects students' privacy according to the Family Educational Rights and Privacy Act (FERPA). This means that student records and personal information are kept confidential and only shared with authorized staff or agencies.

Parents and eligible students have the right to inspect and request corrections to educational records.

We will not share your child's information without consent, except as allowed by law.

Discrimination & Sexual Harassment Protection

All students have the right to attend school in a safe, respectful environment, free from discrimination, harassment, intimidation, and bullying — including sexual harassment. Any such behavior should be reported to school staff immediately. Reports will be taken seriously, investigated promptly, and addressed in accordance with Education for Change's nondiscrimination and Title IX policies.



Complaint & Investigation Process

If a student or family member has a concern related to harassment, discrimination, or other violations of student rights, a formal complaint may be filed with the school. The school will investigate thoroughly and fairly, and respond within a defined timeline. Complaint forms and more details are available in the Main Office, in this handbook, or on our school website.



ACADEMICS

At Learning Without Limits, we believe every student can learn, grow, and achieve at high levels. Our academic program is grounded in rigorous, standards-based instruction that builds the skills and knowledge students need to succeed in middle school, high school, college, and beyond. We work closely with families, and as a team, to support each student's progress and celebrate their academic growth.

Curriculum

We use research-based programs that build strong foundations in literacy, math, and other core subjects, while nurturing creativity, physical health, and social-emotional skills.

Content Area	TK-2	3-5
Foundational Literacy	<i>Heggerty</i> (phonemic awareness) <i>SIPPS</i> (phonological awareness, phonics, & sight words) <i>Amira AI</i> (fluency practice) <i>Zaner-Bloser Handwriting</i> (handwriting)	<i>*Amira AI</i> (fluency practice) <i>*SIPPS</i> (phonological awareness, phonics, & sight words) <i>*Foundational Literacy is provided as intervention in grades 3-5.</i>
ELA	<i>Fishtank</i> (reading comprehension & writing)	<i>Fishtank</i> (reading comprehension & writing)
Math	<i>Eureka</i>	<i>Eureka</i> <i>i-Ready Math</i> (adaptive practice)
Intervention	<i>i-Ready Math</i> (adaptive practice)	<i>i-Ready Reading</i> (adaptive practice) <i>Amira AI</i> (fluency practice) <i>SIPPS</i> (phonological awareness, phonics, & sight words)
Science	integrated with <i>Fishtank</i>	<i>Amplify Science</i>
Socioemotional Learning	<i>Toolbox Project</i> school-developed	<i>Toolbox Project</i> school-developed
ELD	<i>Lexia English</i>	<i>Lexia English</i>
PE	<i>Open Phys Ed</i>	<i>Open Phys Ed</i>
Music	<i>Musicplay</i> teacher-developed	<i>Musicplay</i> teacher-developed

Homework

At Learning Without Limits, we believe that literacy is the foundation for lifelong learning. Homework is designed to reinforce the skills students are learning in the classroom while building responsibility, organization, time management, perseverance, and other lifelong learning habits. Purposeful, consistent practice at home helps students become confident readers, writers, and mathematicians.



We also recognize that every family has different schedules, responsibilities, and resources. Our goal is not to penalize students or families when homework cannot be completed, but to partner with families to ensure every student receives the additional time and support needed to practice essential skills and build lifelong learning habits.

Weekly Homework Packet Expectations

To provide students with consistent, purposeful practice, all classrooms (except TK) distribute a weekly homework packet each Monday. Homework packets are due every Friday and are aligned with the grade-level standards and skills students are learning in class that week.

Students are encouraged to complete homework independently whenever possible. Families are encouraged to provide encouragement, establish routines, and offer support as needed while allowing students to complete the work on their own.

Families are encouraged to follow the recommended daily expectations below rather than completing the entire packet at the end of the week. Daily practice builds strong study habits, responsibility, independence, and consistency. Homework expectations by grade level are outlined below.

Weekly Homework Packet Expectations			
Grade Level	Recommended Time Per Day	Daily Reading & Writing	Daily Math
TK (optional)	10-20 min	10-15 min of reading with an adult	5 min of counting aloud
K	20-30 min	15-20 min of reading with an adult and reading log 1 page of handwriting practice (letters, words, or sentences) 5 min of sight words or decodable words practice	1 page of fluency practice (counting and numbers) 1 page of content practice (<i>Eureka</i>)
1	25-35 min	15-20 min of reading with an adult and reading log 1 page of word reading or spelling practice 5 min of sight words or decodable words practice	1 page of fluency practice (addition within 10 and counting by 2s, 5s, 10s) 1 page of content practice (<i>Eureka</i>)
2	30-35 min	20 min of independent reading and reading log 1 page of spelling or vocabulary practice	1 page of fluency practice (addition/subtraction and skip counting) 1 page of content practice (<i>Eureka</i>)
3	30-40 min	20 min of independent reading and reading log 1 page of vocabulary practice	1 page of fluency practice (multiplication/division) 1 page of content practice (<i>Eureka</i>)
4-5	40-50 min	30 min of independent reading and reading log 1 page of vocabulary practice	1 page of fluency practice (multiplication/division, fractions) 1 page of content practice (<i>Eureka</i>)



Homework Submission & Support

Students enrolled in the Afterschool Program (ASP) have dedicated homework time each day to complete their weekly homework packet with staff support.

Teachers collect homework packets every Friday and record completion in DeansList. If a student does not submit or complete the weekly homework packet, the parent/guardian will be notified by text message and email on Friday afternoon.

Students who do not complete or submit their Weekly Homework Packet will be expected to attend Homework Center in the MPR/Cafeteria the following Monday after school to complete the week's assignments with school staff support. Families will be notified in advance so they can make appropriate pickup arrangements. Homework Center is intended to provide students with additional time and support to complete essential practice — not as a disciplinary consequence.

Multi-Tiered System of Supports (MTSS)

At Learning Without Limits, we use a Multi-Tiered System of Supports (MTSS) to make sure every student gets the academic, social, emotional, and behavioral support they need to succeed. MTSS is a schoolwide approach that helps identify students' strengths and areas for growth early, and provides different levels of support based on each student's needs.

All students receive strong, high-quality instruction (Tier 1). Some students may need extra support in small groups (Tier 2), and a few may need more individualized help (Tier 3). We regularly monitor student progress to adjust supports and ensure every child can thrive.

If school staff believe a student would benefit from additional academic, behavioral, attendance, socioemotional, or wellness supports, the family will be notified and invited to partner with the school in developing a plan. Families are also encouraged to reach out to their child's teacher or school staff at any time if they have concerns or believe their child may benefit from additional support.

Special Education

Learning Without Limits is committed to ensuring all students have equitable access to a high-quality education. Special education services are provided to eligible students with an Individualized Education Program (IEP) based on their unique needs. Services may include specialized academic instruction, speech and language therapy, occupational therapy, counseling, and other supports that help students access the curriculum and make meaningful progress toward their goals.

Our team partners closely with families to develop, implement, and annually review each student's Individualized Education Program (IEP) to ensure they receive the services, accommodations, and supports needed to thrive academically, socially, and emotionally. If parents/guardians have specific questions about our special education services, please reach out to our Main Office or contact our Student Support Services (S3) Coordinator.

Section 504 Plans

Some students may qualify for accommodations under Section 504 of the Rehabilitation Act of 1973. A Section 504 Plan provides accommodations and supports that allow students with qualifying disabilities to fully access their educational program. Accommodations may include changes to the learning environment, classroom instruction, assignments, testing, or other school activities based on a student's individual needs.

Learning Without Limits works collaboratively with families to develop, implement, and periodically review Section 504 Plans to ensure accommodations continue to meet each student's needs. Families who believe their child may qualify for a Section 504 Plan are encouraged to contact the Main Office or the Student Support Services (S3) Coordinator to learn more about the referral and evaluation process.



English Language Development (ELD)

Our school helps students who are learning English get the support they need to grow in both language and academics. We do this through two types of English Language Development (ELD) instruction:

1. **Integrated ELD**, which happens throughout the school day during regular classroom lessons. Teachers use research-based instructional strategies to help multilingual learners understand and use English while learning grade-level content in subjects such as math, science, and history/social studies; and
2. **Designated ELD**, which is a dedicated time each day when multilingual learners receive focused English language instruction tailored to their current language proficiency. During this time, students build their speaking, listening, reading, and writing skills so they can successfully access grade-level learning across all subjects.

Academic Integrity

Learning Without Limits takes academic integrity seriously. Cheating or plagiarism is not allowed. Students must complete their own work and may not:

- Copy from another student's test, assignment, or digital work;
- Allow another student to copy their work;
- Offer help or pass notes during a test; and
- Complete another student's assignment.

Teachers and administrators will uphold our school's academic honor code. By signing this handbook, students commit to maintaining high ethical standards and completing their own work.

Grading

Learning Without Limits uses a standards-based grading system across all grade levels, aligned with the Common Core State Standards (CCSS), California Content Standards, and Next Generation Science Standards (NGSS).

Students receive standards-based grades on assignments and assessments. Our expectation is that all students will demonstrate mastery of these standards by the end of the school year. Students are graded on a **1-4 scale** for each standard, and the average of all standards in a content area determines the final numeric score.

Report Cards

Students at Learning Without Limits receive standards-based report cards that reflect their progress toward mastering grade-level standards each trimester. The first two report cards of the year are progress reports, meant to show how students are making academic progress and what support they may need. Only the final report card of the year reflects end-of-year grades and becomes part of the student's official academic record.

Formal report cards are shared with families three times a year, at the end of each trimester. These report cards are also discussed during family conferences, which take place twice a year. Families of students identified as needing additional support to meet grade-level standards will be invited to participate in a Student Success Team (SST) meeting with relevant staff.

Promotion

Learning Without Limits is committed to setting all students up for long-term academic success. Our promotion policy is based on two primary criteria:

1. Reading level; and
2. Mastery of grade-level standards in core content areas, as documented on report cards.

In compliance with the Individuals with Disabilities Education Act (IDEA), students with IEPs will be promoted based on successful completion of their IEP goals, in alignment with our school's promotion policy.



Retention

Learning Without Limits is committed to setting up all students for long-term academic and personal success. In rare cases, if a student is not academically ready for the next grade level despite receiving multiple academic and social-emotional interventions and supports throughout the school year, the school may recommend retaining the student in their current grade.

Retention decisions are made with care and in the best interest of the student's academic and personal growth. Learning Without Limits acknowledges the long-term risks of social promotion, which can lead to wider academic gaps in middle and high school. Promoting a student without grade-level proficiency may result in future academic challenges. Therefore, promotion and retention decisions are made collaboratively with families and school staff, based on a student's reading level and mastery of grade-level standards in core academic areas.

Retention Criteria & Process

A student may be considered for retention only if all of the following are true:

- A comprehensive **intervention plan** (which must include targeted supports in English Language Arts, English Language Development, math, and social-emotional health) was implemented and failed to help the student reach mastery;
- Retention is not being recommended for **non-academic reasons**;
- The team has determined that retention is in the **best interest of the student**, taking into account emotional and social factors; and
- There is a specific **retention plan** for the following year that includes:
 - A highly effective teacher;
 - Additional in-school intervention classes;
 - Summer and afterschool programming; and
 - Ongoing social-emotional support.

A student may not be retained more than once between Kindergarten and 8th grade in EFC schools.

If retention becomes a possibility, the Principal/designee will communicate with families during the Trimester 1 Family Conferences. Families will be invited to a meeting with the Principal/designee to review the student's progress, discuss action steps through the MTSS process, and clarify promotion requirements.

Teachers and Assistant Principals provide promotion or retention recommendations for all students. The Principal makes the final decision based on those recommendations and the criteria above. All final retention decisions are subject to district approval. Families may request retention if they believe retention may benefit their child by scheduling a meeting with the Principal.

Retention Reversal

Retention decisions will be reversed in the fall if the student scores Met or Advanced on the state English Language Arts or math assessment.



Learning Without Limits believes strong relationships are the foundation of a positive school culture and effective discipline. Our goal is to develop lifelong habits and values — such as respect for diversity, effective communication, ethical decision-making, and personal responsibility — within a community built on trust and care.

We intentionally create a culture that is grounded in relationships, supports learning, and is built on four key elements: a values-driven community, socioemotional learning, Positive Behavioral Interventions and Supports (PBIS), and restorative practices. These systems work together to create a learning environment where students are known, valued, and empowered to grow academically, socially, and emotionally.

Values-Driven Community

Our core values — **Caring, Leadership, Achievement, and Perseverance (CLAP)** — are the foundation of all we do. These values are embedded into daily rituals, schoolwide celebrations, student recognition, classroom culture, and behavior expectations. Each month, students who exemplify all four LWL Core Values are recognized as Dragons of the Month.

We believe that students are more successful when their school experience is guided by shared values. As students learn to align their words and actions with our core values, they build personal integrity, a strong moral compass, and a deep sense of responsibility to themselves and their community.

Core Value Belief Statements

Caring: We show caring by making others feel seen, valued, and supported through words, actions, and presence. We treat one another with empathy, kindness, and respect, even when no one is watching. We listen deeply, help those in need, and take ownership of our shared spaces and community. We believe caring builds the trust and connection that allows everyone to thrive.

Leadership: We believe leadership means doing the right thing, even when it's hard or when no one is looking. We set the standard by taking initiative, solving problems, and standing up for others. We use our voices to uplift and include, modeling the values we want to see in our community. We are leaders among leaders, choosing to lead with integrity, courage, and care.

Achievement: We believe achievement is a process of growth, effort, and purpose — not just an outcome. We set meaningful goals, strive for excellence, and take pride in our progress. We are limitless in our potential and recognize that learning happens through challenge and persistence. We aim high and strive to do our best.

Perseverance: We believe perseverance means showing up, working hard, and continuing to try even when things are challenging. We see mistakes as part of learning and embrace failure as an opportunity to grow. We ask for help when we need it, and support each other to overcome obstacles. We keep going, because we believe in ourselves and in the power of not giving up.

Socioemotional Learning (SEL)

Learning Without Limits embeds socioemotional learning (SEL) into the school day through Community Circles, **Toolbox Project** lessons, and class routines. Staff are trained in these practices to support students' emotional well-being. Socioemotional learning (SEL) is also woven into our discipline approach, ensuring that students not only learn from their behavior but also develop the tools to thrive socially and emotionally.



Positive Behavioral Interventions and Supports (PBIS)

We use a PBIS approach to effectively teach, model, and reinforce positive behavior. Expectations are explicitly taught across all school settings and practiced regularly. Teachers and staff use proactive strategies to prevent behavior issues and recognize students who meet expectations through praise and positive reinforcement.

We also understand that behavior is a form of communication. When students struggle to meet expectations, we seek to understand the root cause and respond with compassion, problem-solving, and support — rather than punishment alone. This approach creates a more consistent, fair, and supportive environment for all learners.

Schoolwide Behaviors

At Learning Without Limits, we promote personal responsibility within an inclusive community. Therefore, we communicate, teach, and practice schoolwide behaviors aligned to our core values. We expect all classrooms to adopt these behaviors. These actions outlined below reflect the language, culture, and values of our school community.

Core Value	TK-2	3-5
Caring	• We use kind words and gentle hands. • We listen when someone is talking. • We help our classmates and friends. • We clean up and take care of our classroom.	• We use kind words and show care through our actions. • We listen fully when someone is speaking. • We offer help when others need support. • We take responsibility for our shared space and materials.
Leadership	• We try to do the right thing, even when no one is watching. • We use our words to solve problems. • We take responsibility for our choices. • We encourage others to make good choices too.	• We choose to do the right thing, even when it's hard or no one is watching. • We solve problems with words and respect. • We own our actions and make things right. • We support others in doing what's right for our community.
Achievement	• We try our best and don't give up. • We ask for help when we need it. • We listen to feedback so we can get better. • We feel proud when we learn something new.	• We give our full effort and aim to do our best. • We ask for support when we're stuck or unsure. • We use feedback to grow and improve our work. • We take pride in learning and reaching our goals.
Perseverance	• We keep trying, even when something is hard. • We stay calm and ask for help when we feel upset. • We try again if we make a mistake. • We say, "We can do it!" even when it's tough.	• We keep working through challenges instead of giving up. • We work through our feelings when things are frustrating. • We learn from mistakes and keep going. • We believe in ourselves and stay motivated to finish hard things.



Voice Levels

4	Outside
3	Presenter
2	Partner/Table Talk
1	Whisper
0	Silent

Classroom Incentive Systems

As a PBIS school, all teachers are expected to implement a positive incentive or reward system to support student engagement and learning. Teachers have the flexibility to design a system that works best for their class. Collaboration with the grade-level team is strongly recommended to create alignment and consistency.

Schoolwide Incentive Systems

What	When	Who & What	Why	Redemption
Dragon Dollars	Daily	Teachers & Staff Hand out Dragon Dollars for behaviors aligned to our CLAP values Admin & Teachers Run Dragon Store during PM recess on Wednesdays and Fridays Yard Duty Supervisor Ensure store is fully stocked	Reinforces schoolwide behavior expectations and behaviors aligned to CLAP values	Dragon Store during PM recess on Wednesdays and Fridays
Dragon of the Month	Monthly	Teachers Select and award a student who modeled and demonstrated behaviors aligned to the CLAP values Assistant Principal Generalist Print out awards, staple \$100 Dragon Dollars in the back, and facilitate Dragon of the Month Assembly	Reinforces behaviors aligned to CLAP values	Dragon of the Month Assembly on the 3rd Wednesdays of the month
Attendance Pizza Reward	Daily	Jr. Office Manager: Attendance Monitor class attendance and post up a letter from “achievement” when class has 95% daily attendance Teachers Celebrate with class when a letter from “achievement” is given Principal Announce classes who’ve spelled out “achievement” on the PA system	Promotes consistent individual and whole-class attendance	During lunch, each time the class earns all the letters from “achievement”



		Site Operations Manager Order pizza for classes		
Attendance Challenge	Monthly	Jr. Office Manager: Attendance Monitor student attendance and pull list of students who had 95% average daily attendance for the month Teachers Pass out attendance challenge tickets to students Jr. Office Manager: Attendance Post list of students on grade-band attendance bulletin board Attendance Team Members Plan and support monthly attendance challenge events	Promotes and recognizes consistent individual attendance	Last Friday of the month
Perfect Attendance Award	Monthly	Jr. Office Manager: Attendance Monitor student attendance and pull list of students who had perfect attendance for the month Teachers Pass out perfect attendance awards to students	Recognizes consistent individual attendance	Community Circle, the first week of each month

Schoolwide Accountability System

At Learning Without Limits, we use a schoolwide accountability system called “The 6 R’s.” This hierarchy gives students multiple opportunities to reflect on their choices, self-correct, and get back on track with meeting expectations. The 6 R’s are posted in classrooms and shared spaces, and all adults on campus use the same language to support clarity, consistency, and fairness for all students.

Classroom-Managed vs. Office-Managed Behaviors

Classroom-Managed Behaviors (Teacher-Led)	Office-Managed Behaviors (Admin-Led)
• Talking off-topic • Calling out • Refusing to follow directions • Roaming or wandering in class • Touching others or materials without permission • Using minor insults and unkind language • Talking back • Throwing materials without intent to harm • Using profanity • Pushing or playfighting • Chewing gum and eating food in class • Damaging materials or drawing on furniture	• Using a phone or electronic device • Leaving school grounds • Using major insults and unsafe language (based on race, gender, sexual orientation, body, etc.) • Bullying and cyberbullying • Climbing • Throwing objects with intent to harm • Stealing • Bringing a dangerous object or substance to school • Engaging in sexual harassment (<i>grades 4-5 only</i>) • Threatening to hurt or take someone’s life • Attempting or engaging in a physical fight



Appropriate Responses & Consequences	Appropriate Responses & Consequences
- Planned ignoring - Reminder - Redirection - Reset - Reflection - Recalibrating conversation - Phone call home - Loss of privilege (<i>cannot be recess</i>) - Restoration (“give back time”) - Social skills stories - Skills practice	- Push-in support - Phone call home - Loss of privilege (<i>cannot be recess</i>) - Restoration (“give back time”) - Restorative Circle - Behavior contract - Family meeting - Family observation - Saturday School - Alternative Placement (AP) - In-School Suspension (ISS) - Out-of-School Suspension (OSS)

The 6 R's

Learning Without Limits knows that consistency is key in developing positive student behavior. Therefore, every grade-band classroom uses the same accountability hierarchy, “The 6 R's.” R's may be skipped depending on the severity of the behavior. The 6 R's help students reflect, recalibrate, and restore their role in the classroom and school community.

Step	TK-2	3-5
1	Reminder	Reminder
2	Redirection	Redirection
3	Reflection	Reflection
4	Recalibrating Conversation	Recalibrating Conversation
5	Referral	Referral
6	Restoration	Restoration

Step 1: Reminder

The teacher or staff gives a clear verbal reminder of the expected behavior and encourages the student to make a better choice.

Step 2: Redirection

If the behavior continues, the teacher or staff provides a more direct reset, using strategies like standing closer to the student, restating expectations, or offering choices.

Step 3: Reflection

If the behavior still continues, the student takes a short break (up to 5 minutes) in the classroom's Calm Corner to complete a reflection sheet. This helps the student think about what's getting in the way and how to get back on track. The teacher engages in a quick, private check-in with the student about his/her reflection response.



Step 4: Recalibrating Conversation

The student meets with the teacher to talk more deeply about what's going on, review expectations, and recommit to agreements. If needed, the grade-band administrator may also support. This step provides extra time to reflect, calm down, and recalibrate.

Step 5: Referral

If the behavior continues, the student receives a **classroom-managed referral**. The teacher or staff member must:

- Document the referral in DeansList;
- Notify the parent/guardian by phone;
- Meet with the student to reflect on the behavior; and
- Engage in a Restorative Circle with the student to repair harm, develop commitments, and strengthen the relationship.

In situations involving serious, unsafe, or illegal behavior, students may receive an **office-managed referral** based on California Education Code and/or the discretion of the Principal/designee. As part of the **office-managed referral** process, the grade-band administrator facilitates a Restorative Circle or other restorative processes with the student and affected individuals, as appropriate, to repair harm, rebuild relationships, and develop a plan for moving forward.

Step 6: Restoration

When a student receives a referral, they are expected to repair any harm caused through a Restoration with the teacher or staff member who wrote the referral. Restorations help rebuild trust and may include:

- Practicing the expected behavior;
- Completing unfinished work;
- Apologizing;
- Helping the classroom or school;
- Doing community service and giving back time; and
- Participating in a Restorative Circle.

Restorations should be completed **within one week**. If a student doesn't complete their Restoration, they will be referred to the Principal/designee. Restorations can happen after school, during lunch, before school, or between classes.



Referral Ladder

Our school uses a “Referral Ladder” to ensure consequences for repeated behavior infractions are fair, equitable, and restorative. Administrators may move students up or down the referral ladder if students follow through on behavior contracts, counseling, and other interventions and supports that are built into the ladder.

# of Referrals	Consequences
1	• Restorative Circle with teacher/admin • family phone call • Restoration (skills practice, assigned work, apology, community service)
2	• Restorative Circle with teacher/admin • family phone call • Restoration (skills practice, assigned work, apology, community service) • loss of ONE schoolwide privilege (field trip, classroom or grade-level tradition/celebration, assembly, school event, Student Council, sports game, club)
3	• Restorative Circle with teacher/admin • family phone call • Restoration (skills practice, assigned work, apology, community service) • loss of ONE schoolwide privilege (field trip, classroom or grade-level tradition/celebration, assembly, school event, Student Council, sports game, club) • grade-level Student Success Team (SST) initiated
4	• Restorative Circle with teacher/admin • Restoration (skills practice, assigned work, apology, community service) • loss of ONE schoolwide privilege (field trip, classroom or grade-level tradition/celebration, assembly, school event, Student Council, sports game, club) • in-person family meeting with Principal/designee • behavior contract & behavior support plan
5	• Restorative Circle with teacher/admin • Restoration (skills practice, assigned work, apology, community service) • loss of ONE schoolwide privilege (field trip, classroom or grade-level tradition/celebration, assembly, school event, Student Council, sports game, club) for a trimester • in-person family meeting with Principal/designee

Restorative Practices

At Learning Without Limits, restorative practices help us build strong relationships and a positive school community. We believe all students can learn from their mistakes. Our approach emphasizes accountability, reflection, restoration, and logical consequences that help students take responsibility for their actions, repair harm, and make positive choices in the future.

Circles

Circles are a central part of our school culture. Circles create space for students to build meaningful connections, share their experiences, and develop empathy. Held regularly in classes, Circles help ensure every student is seen, heard, and feels a sense of belonging — key elements in an inclusive, restorative community.



Repairing Harm

In serious situations where substantial physical or emotional harm occurs, administration ensures safety and support for all involved. Through a Restorative Circle, students have the opportunity to be heard, take accountability, and work toward healing and reintegration into the community, while still meeting any required consequences under law or policy.

Discipline Policies

Learning Without Limits maintains a comprehensive set of student discipline policies. These policies are summarized below.

Right to Free Expression

Learning Without Limits respects every student's right to express their ideas, opinions, beliefs, and identity in a respectful and responsible manner. Students may engage in age-appropriate forms of free expression consistent with California law and Education for Change policy.

Students' rights to free expression are balanced with every student's right to learn in a safe, inclusive, and orderly school environment. Expression that is disruptive to instruction, threatens the safety of others, contains obscene or discriminatory language, or encourages unlawful or unsafe behavior is not permitted. The school may establish reasonable expectations regarding the time, place, and manner of student expression to maintain a positive learning environment.

Students are encouraged to use their voices respectfully, listen to the perspectives of others, and demonstrate the LWL Core Values of Caring, Leadership, Achievement, and Perseverance when expressing their ideas.

Discrimination & Hate Language

Hate language is never allowed at school. This includes any words or slurs meant to demean or harm someone based on:

- Race or ethnicity;
- Gender or gender identity;
- Sexual orientation;
- Religion; and
- Ability status.

We teach and expect students to use kind, inclusive language. When hate language is used, we respond immediately and work with students and families to repair harm and prevent future incidents.

Bullying

At Learning Without Limits, we are committed to creating a safe and inclusive school community. **We do not tolerate any form of bullying**, including:

- Verbal bullying (teasing, name-calling, threats);
- Physical bullying (pushing, hitting, or intimidation);
- Social bullying (spreading rumors, exclusion); and
- Cyberbullying (hurtful messages, fake profiles, or images shared online).

Definition of Bullying

Bullying is when someone repeatedly and intentionally hurts, threatens, excludes, or mistreats another person. It can happen with words, actions, or online, and it often causes the person being targeted to feel unsafe, scared, or left out.



Bullying is not a one-time disagreement or conflict between students. It involves a pattern of behavior that continues over time and creates an imbalance of power, in which one person is intentionally trying to hurt or control another person.

Discrimination & Sexual Harassment Protection

All students have the right to attend school in a safe, respectful environment, free from discrimination, harassment, intimidation, and bullying — including sexual harassment. Any such behavior should be reported to school staff immediately. Reports will be taken seriously, investigated promptly, and addressed in accordance with Education for Change's nondiscrimination and Title IX policies.

Body Shaming

Learning Without Limits is committed to cultivating a school environment where every individual, regardless of body size, shape, or appearance, feels valued, accepted, and safe. Body shaming in any form is strictly prohibited. This includes, but is not limited to, unsolicited comments, gestures, or digital communication that mock, stigmatize, or draw attention to an individual's physical appearance.

Definition of Body Shaming

Body shaming refers to the unsolicited act of mocking, stigmatizing, or commenting on a person's body or appearance in a manner that is perceived as negative, regardless of the intent. This includes:

- Verbal comments (e.g., teasing, nicknaming, judgmental observations);
- Nonverbal cues (e.g., staring, mimicking, exclusionary behavior);
- Digital content (e.g., memes, social media posts, text messages);
- Self-directed comments on body image expressed publicly; and
- Comments perceived as compliments that reinforce harmful norms.

Body shaming may occur as a one-time event or as part of a repeated behavior and may intersect with bullying, sexual harassment, or other forms of discrimination.

Resources

- [The Body Positive](#)
- [Verywell Mind: Body Positivity vs. Body Neutrality](#)
- [Cleveland Clinic: Body Positivity vs. Body Neutrality](#)

Phones & Electronic Devices

If a student chooses to bring a phone or personal electronic device (e.g., tablet, smartwatch, etc.) to school, the device must be:

- Turned off, and
- Out of sight (such as in a backpack or pocket) throughout the school day.

If a staff member sees a phone or electronic device, they will ask the student to hand it over. The device will be turned in to the Main Office for safekeeping, and the appropriate consequence will follow based on the number of prior referrals.

Students may turn on and use phones after dismissal. If students are in Afterschool Program (ASP), then students must wait until parent/guardian picks them up from Afterschool Program (ASP) to turn on and use phones.

If parents/guardians need to reach a child during the school day, please call the Main Office. Students can also come to the office if they need to contact a parent/guardian.

The school is not responsible for lost, damaged, or stolen cell phones and electronic devices.



Phone/Electronic Device Referral Ladder

# of Referrals	Consequences
1	• Student must turn off phone/electronic device and staff member turns it into the Main Office to be locked up. • Student may pick up at the end of the day.
2	• Student must turn off phone/electronic device and staff member turns it into the Main Office to be locked up. • Parent/guardian must pick up at the end of the day.
3	• Student must turn off phone/electronic and staff member turns it into the Main Office to be locked up. • Student is placed on a daily phone check-in/check-out system for the remainder of the trimester.

Alcohol & Drugs

The following rules apply from the time students leave home for school until they return home, including during travel, on campus, and at any school-related event.

Students may not:

- Possess, use, sell, or share alcohol, tobacco, vaping products, marijuana, or any controlled or imitation substance;
- Be under the influence of drugs or alcohol; or
- Bring or use vaping devices or electronic cigarettes.

Smoking or vaping is not allowed on campus by anyone — students, staff, family members, or visitors — per federal law. Violators may be asked to leave or dispose of prohibited items.

Wheeled Items on Campus

For everyone's safety, students may not ride or wear skateboards, scooters, rollerblades, or any wheeled items while on school grounds. If a student is seen using any of these on campus, they will first receive a warning. If it happens again, the item will be taken to the Main Office and must be picked up by a parent/guardian.

Suspension & Expulsion

While we focus on restorative practices, serious or repeated misbehavior may lead to suspension or expulsion in line with Education for Change policies and California Education Code. These consequences apply for behavior that happens:

- On school grounds;
- While going to or coming from school;
- During lunch (on or off campus); and
- At school-sponsored events.

Possible Reasons

A student may face suspension or expulsion for any of the following (this list is not exhaustive):

- Violence or harm: Fighting, threatening, causing or attempting to cause physical injury;
- Drugs or alcohol: Possessing, using, selling, or being under the influence;
- Theft or damage: Stealing or damaging school or personal property (including digital property);
- Weapons: Possessing dangerous objects or imitation weapons;
- Harassment or hate: Sexual harassment, bullying (including online), hate speech, or intimidation;



- Obscene or unsafe behavior: Profanity, obscene acts, or unsafe conduct;
- False impersonation or fake profiles used to bully or harm others;
- Cyberbullying or cyber sexual bullying, including sharing harmful images or messages;
- Hazing or acts that degrade or harm another student;
- Terroristic threats made toward students, staff, or the school; and
- Aiding or abetting serious harm to others.

Certain serious offenses, such as bringing a firearm or other dangerous object to school, require immediate suspension and a recommendation for expulsion.

Restorative Approach

Our goal is to support students in learning from their choices. Whenever possible, we provide restorative practices and alternatives to suspension to help students repair harm and rejoin the community with dignity.

For questions about our school discipline policies or a specific situation, please contact the Principal.





education for change

PUBLIC SCHOOLS

POLICY: Title IX, Harassment, Intimidation, Discrimination, and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Education for Change (the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in the School's policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), marital status, age, sexual orientation, immigration or citizenship status, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and



thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Differential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct



by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment,



directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in



definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the school’s policies regarding the use of technology in and out of the classroom. The school encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and



unacceptable in our society and at the school and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the school employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other school employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the school, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.



The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the school's students.

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936



Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or



preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- § A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

- § A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

- § A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

- § A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal



- o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.
- o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:
 - § Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - § Obtain the parties' advance voluntary, written consent to the informal resolution process.
- o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.



- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

- o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.
- o The School may dismiss a formal complaint of sexual harassment if:
 - § The complainant provides a written withdrawal of the complaint to the Coordinator;
 - § The respondent is no longer employed or enrolled at the School; or
 - § The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - § The allegations in the formal complaint of sexual harassment;
 - § All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - § The findings of facts supporting the determination;
 - § The conclusions about the application of the School's code of conduct to the facts;
 - § The decision and rationale for each allegation;
 - § Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.



5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School’s resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School’s decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
- The School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.



- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
 - Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.
-



Board Policy #: 19-0815
Adopted/Ratified: August 15, 2019
Revision Date: August 15, 2019; August 10, 2023; August 8, 2024

Classroom-Based Attendance Policy

It is the intent of the Governing Board ("Board") of the Education for Change Public Schools ("EFC" or the "Charter School") to ensure that students attend school every day on time. Every minute of a child's time at school is important. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Children who are absent for even one day, or who arrive late to school, miss valuable instruction time and can easily fall behind in school. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. When a student is absent from school, it also results in a loss of funding for our schools. As a parent or guardian, you are obligated to send your child to school and plan vacation trips and absences for personal reasons to correspond with school holidays so that the education process is not disrupted.

Definitions

- **"Tardy":** Students shall arrive at school and be in the classroom at the properly scheduled time. Students are considered tardy when they arrive after the second bell rings and within the first 30 minutes of class. After the first 30 minutes, the tardy will be recorded as an absence.
The student MUST pick up an "admit to class" pass from the office before entering class; otherwise, it will be considered an unexcused absence. If your child is arriving late to school for any reason, the parent or guardian must call the office before the student's arrival.
- **"Unexcused Absence":** A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- **"Truant":** A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall likewise be deemed a truant. Such students shall be reported to the Principal or designee.
- **"Habitual Truant":** A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year or any combination thereof.



- *“Chronic Truant”*: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *“School Attendance Review Team (“SART”)*: The SART panel will be composed of the Principal (or designee), SART Coordinator, and other educators supporting the student, when available. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies should occur.
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance. The contract will identify commitments from the school, parent/guardian, and the student, and may include one or more of the following:
 - i. Parent/guardian to attend school with the child for a specified amount of time
 - ii. After school tutoring program
 - iii. Pull out counseling during the school day
 - iv. Referral to outside and/or family counseling services
 - v. Incentives for improved daily / weekly attendance
 - vi. Loss of field trip privileges
 - vii. Loss of school store privileges
 - viii. Loss of school event privileges
 - ix. Student retention
 3. Notice of actions recommended by the SART panel will be provided in writing to the parent/guardian.
- *“School Attendance Review Board (“SARB”)*: The SARB panel is composed of the Principal (or designee), SARB Coordinator, and other educators supporting the student, when available. A student will be referred to the SARB panel if, after two meetings with the SART (see truancy procedures below), truancy continues.

ABSENCES:

Reporting/Clearing an Absence:

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence in alignment with the following process:

- If your child will be absent, please phone the main office or stop by the main office to notify and give a reason for absence. Alternatively, a parent/guardian or parent representative may provide a signed, written note. This phone call and/or signed note should include the following information:
 - o Name of student;
 - o Name of parent/guardian or parent representative;
 - o Name of verifying employee;
 - o Date or dates of absence; and
 - o Reason for 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 following the absence; otherwise, it will be considered an unexcused absence. **When a student has had 6 cumulative absences in the school year for illness verified by the parent/guardian but without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.**

Charter Schools may visit the student's home to verify the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.

Excused Absences:

The following conditions shall excuse a student from school attendance:



- Personal illness or injury (healthcare provider verification required after 6 total absences for this reason). **A Medical Verification note may also be required by the School Attendance Clerk or Charter School Principal after 3 consecutive days of absence due to illness.**
- Medical Appointments for students (including Medical, dental, optometric, or chiropractic appointments)
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask about the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- Quarantine under the direction of local health officials.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - To access services from a victim services organization or agency.
 - To access grief support services.
 - To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- Participation in religious instruction or exercises as follows:
 - The student shall be excused for this purpose on no more than four (4) school day per month.
- Attendance at the student's naturalization ceremony to become a United States Citizen.
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The Charter School does not require a note from the doctor for this excusal.)
- To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
- Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence.
- Authorized at the discretion of the School Principal, based on the facts of the pupil's circumstances, are deemed to constitute a valid excuse.
- A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.
- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day per school year.



- A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For the following justifiable personal reasons, for a maximum of five (5) school days per school year, when the pupil's absence is requested in writing by the parent or guardian and approved by the Principal or designee pursuant to uniform standards established by the Board.
 - An appearance in court
 - Observance of a holiday or ceremony of the pupil's religion
 - Attendance at religious retreats for no more than one (1) schoolday during a semester
 - Attendance at an employment conference
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence

Process for Addressing Truancy and Chronic Absences:

1. Daily attendance monitoring and phone calls are made home for any student who is marked absent or is tardy over 30 minutes.
2. Attendance is monitored by the Student Attendance Review Team ("SART") Coordinator and Principal weekly to review data and prioritize action steps
3. Upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, the SART Coordinator will call home to the parent/guardian. The SART Coordinator will also send home **"Truancy Letter #1 – Truancy Classification Notice"** notifying the parent/guardian of the student's "Truant" status and scheduling a SART meeting. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letters, shall be sent by U.S. Mail and email, if an email address is provided. The SART Coordinator will call home to the parent/guardian to confirm receipt of this letter and schedule this meeting with the SART Panel.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, and regardless of if the parent/guardian attended the 1st SART meeting, the SART Coordinator will send home **"Truancy Letter #2 – Truancy Classification Notice and Invitation to SART Meeting"** notifying the parent/guardian of the student's "Truant" status and scheduling a 2nd SART meeting. This letter must be signed by the parent/guardian and returned to the Charter School. This letter, and all subsequent letters, shall be sent by U.S. Mail and email, if an email address is provided. The SART Coordinator will call home to the parent/guardian to confirm receipt of this letter and schedule this meeting with the SART Panel. If the family cannot be reached by phone, email, or mail, a home visit will be conducted by the school.
5. Upon reaching nine (9) unexcused absences or unexcused tardies over 30 minutes, or if a student is in danger of being chronically absent in a school year, and regardless of if the parent/guardian attended the 1st SART meeting or 2nd SART meeting, the SART Coordinator will send home **"Truancy Letter #3 – Truancy Classification Notice"** notifying the parent/guardian of the student's "Truant" status and the **"Referral to School Attendance Review Board (SARB) Notification"** notifying the parent/guardian of a referral to SARB. This letter must be signed by the parent/guardian and returned to the Charter School. The SARB Coordinator will send a SARB Notification letter via email, U.S. Mail, and Certified Mail with return receipt requested. Parent/guardian attendance at the SARB Hearing is mandatory. A written SARB contract will be provided at the conclusion of the hearing.
6. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
7. If the student is absent ten (10) or more consecutive school days without a valid excuse and the parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SARB contract



(if any), and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Referral to Appropriate Agencies or County District Attorney:

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SARB contract has been developed according to the procedures above, or if the parents fail to attend a required SART or SARB meeting after multiple attempts, the Charter School shall notify the Superintendent, who may refer the matter to the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Independent Study and Home Hospital:

Please contact your Charter School for more information regarding these programs.

Early Dismissal of Students:

- Students leaving before the end of the school day are dismissed through the school office. They are not allowed to wait in front of the building or to enter cars unless accompanied by a parent. These rules are necessary to ensure student safety. You must come to the office to sign your child out.
- Students in grades 7-12, inclusive, may be dismissed before the end of the school day for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Early dismissal will not be granted to any student 30 minutes prior to dismissal time unless a Doctor's note is provided to dismiss the child early.
- We will ask to see the identification of any person we do not know and will not release a child to a babysitter, or friend, or any other person who is not a parent or legal guardian, without prior authorization.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.



6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.
7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian, if available, or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Non-Discrimination:

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).





education for change

PUBLIC SCHOOLS

Board Policy #: 26-0609-1
Adopted/Ratified: June 9, 2026

SMARTPHONES AND MOBILE COMMUNICATION DEVICES POLICY

The EFC Board of Directors acknowledges and supports California's [Phone-Free School Act \(AB 3216\)](#), which mandates that every local education agency adopt a policy limiting or prohibiting student smartphone use during school hours.

PURPOSE

To promote a focused, engaging, and physically and emotionally safe educational environment, EFC schools restrict the use of mobile communication devices (including smartphones, smartwatches, and smart glasses) during the school day.

SCOPE AND RESTRICTIONS

Students may possess smartphones and mobile communication devices on campus, but devices must be put away and turned off or set to silent, with notifications disabled, according to the following minimum restrictions:

- Elementary and middle schools / grades (TK-8): Devices must be put away or stored in designated classroom caddies, turned off or set to silent, with notifications disabled, on campus during school hours.
- High schools / grades (9-12): Devices must be stored in classroom caddies and set to silent, with notifications disabled, from the beginning to the end of each class period during the school day. Students may use devices on campus before and after school and during passing periods, nutrition / morning break, and lunch.
- Privacy: Devices with camera, video, or voice recording functions shall never be used in a manner that infringes on the privacy rights of any person.

EFC schools may impose restrictions above and beyond the above minimum restrictions. Such restrictions must be clearly communicated in writing via the school's Student and Family Handbook.

PERMITTED EXCEPTIONS

As required by California Education Code, exceptions to this policy are granted under the following circumstances:

- Medical Needs: When a licensed physician or surgeon verifies in writing that device possession is essential for the student's health or well-being.
- IEP/504 Plans: When the use or possession of a device is required under a student's active Individualized Education Program (IEP) or Section 504 plan.
- Emergencies: In the event of an emergency involving imminent physical danger to the student or others.



- Translation Needs: When explicitly authorized by staff for Level 1 or 2 English Learner translation assistance.

Except in the case of imminent physical danger to the student or others, all exceptions must be approved by the school principal. The number of approved exceptions is to be tracked and monitored by the principal or designee throughout the school year.

PROGRESSIVE DISCIPLINE

Students must follow school personnel instructions any time a request is made to cease the use of a smartphone or other electronic signaling device.

Violations of this policy will result in age-appropriate progressive discipline, such as:

- Verbal warning and restorative conversation with the teacher or staff member.
- Written warning or referral and notification to parent/guardian.
- Confiscation of the device, parent contact, and referral to administration.
- Subsequent Offenses: Revocation of the privilege to bring a device on campus and/or further disciplinary actions per the school's discipline policy or behavior matrix.

EFC schools may impose restrictions above and beyond the above-mentioned disciplinary measures. Such actions must be clearly communicated in writing via the school's Student and Family Handbook.

CONFISCATIONS AND RETURN PROCEDURES

If a device is used in violation of this policy, district staff may direct the student to put the device away or confiscate it. If a device is confiscated:

- It will be stored securely by site administration in a centralized location.
- Confiscated devices will be made readily available to the student at the end of the school day.
- For repeated offenses, a parent/guardian may be required to retrieve the device, in accordance with school-based policies.

An employee who is acting within the scope of their work duties, in this case, enforcing EFC or the school's Smartphone and Mobile Communications Devices Policy, is not responsible for replacement if smartphones or electronic signaling devices are lost, stolen, or damaged.

Schools are to establish a procedure whereby staff can turn in confiscated personal property of students and the property is placed in a secured and locked location. A log noting the student name and an accurate description of the device should be maintained. Access should be limited to an administrator or designee. All confiscated cellphones that have not been returned to students should be returned no later than the final week of school.

COMMUNICATIONS DURING EMERGENCIES

Parents/guardians needing to reach their child urgently during the school day should call the main front office of the school. Office staff will immediately relay messages or call students down for emergencies to ensure student safety and compliance with safety protocols.

POLICY DISTRIBUTION



This policy will be made available to all students, parents, and staff at the beginning of every school year and to newly enrolled students and their parents within one week of enrollment.

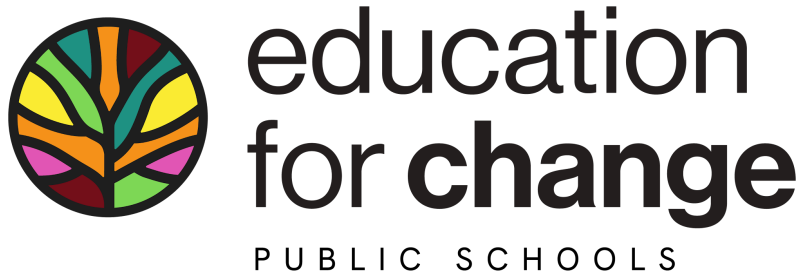
Students and parents/guardians are hereby also advised that EFC schools are not responsible for the students' lost, damaged, or stolen smartphones or electronic devices.

REVISIONS AND UPDATING THE POLICY

EFC will update or modify this policy as EFC priorities change; community needs change; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

POSTING REQUIREMENTS

EFC will post its Smartphone and Mobile Communication Devices Policy on the school website. Additional school-based information will be made available in each school's Student and Family Handbook.



Rev 04.12.18

Rev 01.12.23

Rev 08.08.24

Rev 06.09.26

Suspension and Expulsion Policy and Procedures

Purpose: To promote learning and protect the safety and well-being of all students

Code of Conduct

The goal of the Education for Change ("EFC" or "Charter School" or "the School") is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools will develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure success for ALL children, the individual backgrounds of students or extenuating circumstances will always be considered before corrective measures are prescribed. Codes of conduct will be presented in student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

EFC is a charter management organization that operates the following charter schools: Achieve Academy, ASCEND K-8 School, Cox Academy, Latitude 37.8 High School, Lazear Charter Academy, and Learning without Limits. The following policy on suspension and expulsion shall apply to all of the above- mentioned EFC charter schools, and will be included in all EFC schools' handbooks.



Suspension, Expulsion, and Involuntary Removal

The following Student Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and well-being of all students at Education for Change Public Schools. Although charter schools are exempt from school district procedures and processes for suspensions and expulsions, in creating these procedures, EFC has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* EFC is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive MTSS 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. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Charter School staff shall enforce disciplinary policies and procedures fairly, respectfully and consistently among all students while considering the needs of individual children. Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The EFC administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office. The Policy and its Procedures will also be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to



general education students except when federal and state law requires additional or different procedures. EFC schools will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EFC schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/ guardian requests a hearing, EFC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until EFC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal or designee may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and



support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when the Principal or designee determines the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Willfully used force or violence upon the person of another, except self-defense
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
- e. Committed or attempted to commit robbery or extortion
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity



- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 5, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.



- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 3. An act of cyber sexual bullying.



a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in [Penal Code Section 31](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that a student committed a crime as an aider and abettor and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v. Possessed, sold, or otherwise furnished any knife, or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

w. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

2. Non- Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Hearing Officer, Administrative Panel and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.



The Charter School applies the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

D. Suspension Procedure

A student may be suspended by the Charter School Principal or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Principal or designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, the student and student's parent/guardian shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to recount their version of the incident and provide any evidence in their defense.

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to participate in the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall include: (a) the specific offense(s) committed by the student, (b) duration and dates of the suspension, (c) the date when the student may return to school following the suspension, and (d) an explanation of the evidence that supports the charges.



If EFC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents/guardians, unless the student and the student's parents/guardians fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Student Work/Homework during Out-of-School Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

The Charter School may expel a student following a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

A student may be expelled by the Superintendent upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Chief of Schools as needed. The Administrative Panel shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of EFC's Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student, with the determination by the Superintendent, subject to review by the Board of Directors on appeal if requested by the student and/or parent/guardian.

E. Expulsion Procedures



Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended for an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Administrative Panel and student's parent/guardian.

The Administrative Panel's hearing shall be held in a confidential session (complying with all student confidentiality rules under FERPA).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person and/ or to employ and be represented by counsel or a non-attorney advisor
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements/declarations may be admitted as testimony.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Superintendent, who will make a determination regarding the expulsion. The Superintendent shall make the determination regarding the expulsion, which will be provided to the student and parent/guardian within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, or the Superintendent ultimately decides not to expel, the student shall immediately be returned to their educational program at the Charter School.



The Superintendent may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's educational program at the Charter School under a probationary status and rehabilitation plan issued by the Superintendent. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Superintendent may revoke the suspension of an expulsion order if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Superintendent revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

J. Notice of Expulsion Decision

The Chief of Schools or designee, following a decision of the Superintendent to expel, shall send written notice of the decision to expel, including the Superintendent's adopted findings of fact, to the student and student's parent/guardian, within ten (10) school days of the expulsion hearing. This notice shall also include the following:

- a. The Findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

K. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the chartering authority upon request.

L. Appeals

A student or parent/guardian may appeal the Superintendent's expulsion decision by submitting a written appeal request to the Board within five (5) calendar days or the date the Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6th) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board or a committee thereof, will review the appeal as soon thereafter as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following question:

- Did the hearing entity act without authority or exceed its jurisdiction?



- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board in closed session.

The Board may overturn or uphold the decision of the Superintendent. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final – there is no further appeal.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence. The Charter School shall work cooperatively with student and/or student's parents/guardians as requested or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from EFC shall be given a rehabilitation plan upon expulsion as developed by the Superintendent at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to EFC for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student at the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to EFC environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon EFC's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other



educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

EFC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the EFC or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, and (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel
2. EFC must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room
4. The entity may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The entity may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours
6. Prior to a complaining witness testifying, the support persons will be reminded that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, EFC must present evidence that the witness' presence is both desired by the witness and will be helpful to EFC. The Superintendent shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Superintendent from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have their testimony heard via alternative means that may include but are not limited to, videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Superintendent that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance



can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

EFC shall immediately notify the SELPA (and/or the chartering authority if required) and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who EFC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, EFC, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 plan

If EFC, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If EFC, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement



- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and EFC agree to a change of placement as part of the modification of the behavioral intervention plan

If EFC, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504, then EFC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent /guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or EFC if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances

Education for Change Public Schools personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

6. Procedures for Students not yet eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if EFC had knowledge that the student was disabled before the behavior occurred.

EFC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:



- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to EFC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other School supervisory personnel

If EFC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If EFC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. EFC shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by EFC pending the results of the evaluation.

EFC shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.



education
for change
P U B L I C S C H O O L S

Policy: Technology Acceptable Use

Purpose: To define appropriate guidelines for using technology to enhance learning

Revised 3.8.18

Introduction

Education for Change recognizes that access to technology in school gives students greater opportunities to learn and



develop skills for work, life, and citizenship. To that end, we provide access to technologies for student and staff use.

This **Acceptable Use Policy** outlines the guidelines and behaviors that all users - staff, students, admin, family & community members - are expected to follow when using school technologies at school or at home and when using personally-owned devices on the school campus.

As with any educational endeavor, a strong partnership with families is essential to a successful experience. At the end of this document is a signature page for student and families, to verify that they have read and understood this policy.

- Technology use in the Education for Change network is governed by federal laws including:
Children's Internet Protection Act (CIPA)
<http://www.fcc.gov/guides/childrens-internet-protection-act>
- Family Educational Rights & Privacy Act (FERPA) <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The policies outlined in this document are intended to cover *all* available technologies provided by Education for Change, such as - but not limited to - computer labs, laptops, internet access, etc. All technologies provided by Education for Change are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; use good common sense; and ask if you don't know. Users of Education for Change technologies are expected to alert IT staff and/or school administration immediately of any concerns for safety or security.

Devices

Education for Change may provide users with devices, and schools may allow users access to devices outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution. Users should report any loss, damage, or malfunction to IT staff and/or school site administration immediately. Users may be financially accountable for any damage resulting from negligence or misuse. Schools may request that families pay a fee to recover or replace any lost, stolen, and/or damaged school hardware or software. Use of school-issued mobile devices off the school network may be monitored.

Students should keep personally-owned devices (including laptops, tablets, smart phones, and cell phones) turned off and put away during school hours—unless in the event of an emergency or as instructed by a teacher or staff for educational purposes. Because of security concerns, when personally-owned mobile devices are used on campus, they should not be used over the school network without express permission from IT staff.

Web Access

Education for Change provides its users with access to the Internet. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Education for Change does have a powerful web filter in place and makes a reasonable effort to ensure students' safety and security online.

Users should not download or attempt to download or run .exe programs over the school network or onto school resources without express permission from IT staff. Users may be able to download other file types, such as images or videos, with direct permission from teachers and/or administrators. For the security of our network, download such files only from reputable sites, and only for education purposes.

Google Apps for Education

Education for Change takes advantage of the Google Apps for Education (GAFE) platform to provide students and teachers with tools to collaboratively create, edit, and share files for school-related projects and communicate via teacher monitored discussion groups, blogs and wikis. These services are entirely online and available 24/7 from any Internet-connected computer. Availability and use will be restricted based on school policies.

GAFE is free of advertising, and all data stored in Google belongs to the individual user. For more information on the



Personal Safety & Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. If you believe a device you are using might have an issue (e.g. contains a computer virus), please alert IT. Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. If users see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult immediately.

Digital Citizenship

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also recognize that among the valuable content available online there is also unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet. Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it becomes available for public use—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet or any other information source. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online or any other information source. Research conducted via the Internet or any other information source should be appropriately cited, giving credit to the original author.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, impersonating, excluding, and cyberstalking are all examples of cyberbullying. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in disciplinary action and loss of privileges.

Education For Change believes in promoting learning and protect the safety and well being of all students. For further detail on possible consequences for cyberbullying, please refer to EFC's Pupil Suspensions and Expulsions Policy.

Examples of Acceptable Use

I will:

- Use school technologies for school-related activities.
- Follow the same guidelines for respectful, responsible behavior online that I follow offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher, admin, or IT if I see threatening, inappropriate, or harmful content online.
- Use school technologies at appropriate times, in approved places, for educational purposes.
- Recognize that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Limitation of Liability

Education for Change will not be responsible for damage or harm to persons, files, data, or hardware. While Education for Change employs safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. Education for Change will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy



Violations of this policy may have disciplinary repercussions, including: Suspension of network, technology, or computer privileges, notification to parents/legal guardians/supervisors, suspension from school and school-related activities, suspension from employment, and legal action and/or prosecution.



UNIFORM COMPLAINT POLICY AND PROCEDURES

Revised 9/24/20

Scope

The Education for Change (the “Charter School”) policy complies with applicable federal and state laws and regulations. **The Charter School is the Local Education Agency (LEA) that shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.** Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination, harassment, intimidation, or bullying against any protected group including actual or perceived, including discrimination, harassment, intimidation, or bullying on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of noncompliance or violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act / No Child Left Behind, migrant education programs, career technical and technical education training programs, child care and development programs, child nutrition program, adult education, After School Education and Safety, Agricultural Career Technical Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical Education, Compensatory Education, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a public school, Migratory Children, and Children of Military Families, Local Control and Accountability Plans (LCAP), Physical Education Instructional Minutes, Pupil Fees, Reasonable



Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, Tobacco-Use Prevention Education

The Charter School shall investigate and seek to resolve complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by The Charter School. The Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC sections 200, 220 and California Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state.

The Charter School acknowledges and respects every individual's rights to privacy. Complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. Complainants are protected from retaliation.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Larissa Adam, Superintendent of Schools
Education for Change
333 Hegenberger Road, Suite 600
Oakland, CA 94621
510-568-7936

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Should the complaint be specific to the CEO, the complaint will be directed to and the investigation will be conducted by the Board Chair.



Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties. The annual notice shall be in English. If fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this notice will also be provided to the parent/guardian of any such students in their primary language. The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints, including the compliance officer.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
5. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.**
 - c. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - d. If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.**
 - e. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurs, or six months



from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying;

f. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 30 days of the date of the Charter School's decision except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements; and

g. The complainant who appeals to the CDE shall receive a written appeal decision with sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

h. If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

General Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

● Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this policy.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by the Charter School.



The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response



OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

● Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE and procedures to be followed for initiating such an appeal.



If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Specific Procedures for Particular Complaints

If the Charter School finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and Physical Education Instructional Minutes (grades one through eight), the Charter School shall provide a remedy. The remedy shall go to the affected pupil in the case of complaints regarding:

1. Course Periods without Educational Content;
2. Reasonable Accommodations to a Lactating Pupil, and/or
3. Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils
now enrolled in our school district, and pupils in military families.

The remedy shall go to all affected pupils and parents/guardians in the case of complaints regarding:

1. Pupil Fees for Educational Activities.
2. Physical Education Instructional Minutes, and/or
3. LCAPS.

Regarding pupil fees and/or an LCAP complaint: A pupil fees complaint may be filed with the principal of a school or the Charter School Compliance Officer. A pupil fees complaint and/or an LCAP complaint may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education finds merit in an appeal, the Charter School will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all affected pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

Appeals to the California Department of Education



If dissatisfied with the Charter School’s decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Charter School’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the CEO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School’s complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only

if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services
- ☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education
- ☐ Adult Education ☐ After School Education and Safety ☐ Agricultural Career Technical Education
- ☐ Pupil Fees ☐ Physical Education Instructional Minutes ☐ Economic Impact Aid
- ☐ School Safety Plans ☐ State Preschool ☐ Tobacco-Use Prevention Education
- ☐ Career Technical Education ☐ Compensatory Education ☐ Course Periods without Educational Content
- ☐ Economic Impact Aid ☐ Every Student Succeeds Act ☐ Local Control and Accountability Plans (LCAP)
- ☐ Reasonable Accommodations to a Lactating Pupil ☐ Regional Occupational Centers and Programs
- ☐ Bilingual Education ☐ California Peer Assistance and Review Programs for Teachers
- ☐ American Indian Education Centers and Early Childhood Education Program Assessments
- ☐ Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- ☐ Age ☐ Ethnic Group Identification ☐ Religion
- ☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)
- ☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)
- ☐ Disability (Mental or Physical) ☐ Race
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.



2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Larissa Adam, Superintendent of Schools

Education for Change

333 Hegenberger Road, Suite 705

Oakland, CA 94621

ladam@efcps.net

510-568-7936

If the complaint pertains to the Superintendent of Schools, please send the complaint to the address above directed to the Chair of the Board, Eva Camp.

