2026-2027 Student/Family Handbook

A Note from the Principal

Dear Cox Academy Families,

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

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

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

Thank you for being part of our school family and for taking the time to understand the values and expectations that guide our work. If you have any questions or need support, please don't hesitate to reach out to us at (510) 904-6300.

In partnership,
Kenyana Booker
Principal, Cox Academy

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About Education for Change & Cox Academy

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

What is a charter school?

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

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

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

EFC Mission Statement

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

EFC Vision Statement

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

Cox Academy Mission Statement

At Cox Academy, we believe every student can make a difference in the world.

Our mission is to empower every student to go out and change the world, starting with being their best self right here at school, at home, and in their community.

We work together: teachers, families, and students, to help every child grow in knowledge, confidence, and leadership.

We care about who our students are, where they come from, and where they're going. We support them with love, high expectations, and a strong education, so they're ready to chase their dreams and lead with heart.

Cox Academy Vision Statement

Cox Academy exists because of the power, resilience, and love of the families in East Oakland neighborhoods—and we leverage that strength in all we do. We ensure every family feels seen, heard, and valued. Through warm welcomes, shared decision-making, and celebrations of culture, we foster a sense of belonging for all.

We build trust by listening actively, seeking feedback, and creating safe spaces for honest conversations where families and staff grow together. We hold ourselves accountable by following through on commitments, addressing concerns with urgency, and consistently showing up with respect.

At Cox Academy, we believe every child's success is a shared responsibility. That's why we partner with families to support each student's academic, social, and emotional development. Guided by reflection, data, and community feedback, we continuously improve how we serve and engage those we support.

Relationships are at the foundation of this vision and work. Building those initial connections with families is our responsibility, first and foremost. As the first teachers of their children, families deserve meaningful, culturally relevant engagement—so we can truly partner with them in a collaborative effort to deliver for their child every single day. We reach out to our community, rather than waiting for them to come to us. We also work relentlessly to create opportunities for connection and belonging within our school—through events and experiences where parents feel safe, welcomed, seen, and represented. These are spaces where power is shared, and family voice is not only encouraged but actively pursued.

We strive to equip students with the academic, personal, and social-emotional resources necessary to be critical thinkers, problem solvers, and peace change-makers in our community. We provide unconditional education to all students, recognizing that all of our students deserve to be equipped with the tools and skills necessary for success in and out of the classroom, including:

- Culturally relevant curriculum that fosters a love of learning;
- Rigorous and language rich instruction that leads to mastery of grade-level academic standards;
- Creating opportunities for students to develop a sense of agency over their learning process and contributions to their community;
- Equitable supports to ensure that every student excels on their unique learning trajectory.

Cox Academy Habits of Performance and Character

- **Pride:** Take care of yourself, others, and your school
- **Perseverance:** Keep trying, even when it's tough
- **Productivity:** Stay focused and get things done
- **Courage:** Stand up for yourself and others
- **Compassion:** Show kindness and empathy towards others
- **Collaboration:** Work together to achieve a common goal

EFC Board of Directors

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

The EFC Board of Trustees will consist of at least five but will not be more than eleven voting members. The board has appointed a President, Treasurer/Audit Committee, and a Secretary. Board agendas are posted at all sites 72 hours before the meeting and minutes are posted after approval. These can also be found on our website.
The Board of Directors of EFC is responsible for the following:

- Ensuring the legal and fiscal well being of the organization and each school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of policies of the organization.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring the progress of both student and staff performance.

- Encouraging active involvement of students, parents, grandparents and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

Cox Academy Hours of Operation

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

School hours are 8:30 am to 3:05 pm for grades K-5 and TK will dismiss at 2:10 PM, except Wednesdays are minimum days, and all students are dismissed at 1:15 pm. Please refer to the Cox Academy school calendar for all minimum days (1:15 pm dismissal), as there are other minimum days throughout the year (beyond Wednesdays) for teacher planning time and Parent/teacher conferences.

Arrival

Cox Academy opens its doors for students at 7:45, however students are strongly encouraged to arrive at 8:10 am. Arrival is from 7:45 am - 8:25 am. Before 7:45 am, and after dismissal, we have no assigned supervisory staff and cannot supervise students.

Breakfast is served in the cafeteria between 7:45 am - 8:10 am for Early Arrival. Breakfast is open to students arriving for regular arrival at 8:10 am.

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. For safety during dismissal, students must be signed out before 2:45 PM.

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

Rainy Days

Please review rainy day procedures with your child. Dismissal will occur as usual. Students waiting for pick-up after dismissal should wait in the cafeteria of the main building.

Dismissal

It is imperative that you have a clear plan for daily dismissal. Children at Cox Academy get home in many different ways (i.e. picked up from class, walked home by a sibling, walk home with a friend, etc). Please make sure that you communicate your plan with your child's teacher in written form. Please note that the Cox office staff CANNOT page for your child on a daily basis. We also cannot allow students to call home on a daily basis. These

supports will only be used for emergency situations. Please make a clear plan with your student regarding a pick up location as needed.

Dismissal Location

Main Entrance (Front of School)	TK-2
Sunnyside Back Gate Dismissal	Third Grade Fourth Grade Fifth Grade

Walkers Procedures

Children who walk or ride bicycles without adult supervision (grades 3 - 5 only):

If your child is a responsible 3rd - 5th grader and will walk or ride a bicycle to or from school without adult supervision, please complete and return the "Walker Agreement" to school. Students must live within a 1-mile radius or no longer than a 20-minute walk from Cox Academy. Our Site Operations Manager will send out an updated Independent Walkers list to all staff. Students not listed will not be permitted to travel to and from school without an adult.

Pick up by older siblings

Students in TK - 2nd may walk home with their older siblings if agreed upon by the Parent and a member of the Admin Team.

Cox Academy reserves the right to prevent students from walking home without adult supervision if there is a safety concern.

Walker Agreement and Application for Independent Walkers

Attendance

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

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

Reporting/Clearing an Absence

- If your child will be absent, please phone the main office or stop by the main office to notify and give reason to absence.
- If your child is marked absent and the office has not received a phone call or notice of absence, you will receive a call from the school.
- Absences must be cleared within 3 days; otherwise it will be considered an unexcused absence.
- Repeated absences for health reasons will require a doctor's note
- Students may be subject to an involuntary disenrollment process if they accumulate five (5) consecutive days of unexcused absences and parents/guardians have not responded to school outreach or made arrangements regarding attendance. On the sixth (6th) school day of consecutive unexcused absence, the school will initiate the involuntary disenrollment process in accordance with school policy and applicable procedures.
    - Students with an Individualized Education Program (IEP) must be reviewed and approved by the Special Education Case Management team prior to initiating the disenrollment process
    - Students who are McKinney-Vento eligible must receive additional outreach and support. Schools must first make every reasonable effort to maintain enrollment and ensure continuity of services.

Excused Absences

The following conditions may excuse a student from school attendance:

- Personal illness or injury (A Medical Verification note may be required by the school attendance clerk or school principal.)
- Severe family illness, an emergency situation requiring the student to be absent from school, which requires a doctor's note
- Quarantine of the home by local health officials
- Death of a relative (limited to three days, unless reasonable cause can be shown for a longer absence)
- Observance of a religious holiday, consistent with student's established beliefs or creed
- Students may have up to six (6) unexcused absences excused through parent/guardian verification. After the sixth (6th) occurrence of an absence requiring medical justification, a doctor's note will be required in order for any additional absences to be excused.

Truancy

- In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the

age of 6, the school is still required to follow the same procedure as student becomes our responsibility to stay in school.

- 3 Unexcused Absences and/or tardies more than 30 minutes will generate a School Attendance Review Team meeting to implement an attendance contract.
- Failure to meet expectations of attendance contract will lead to SARB at the District Home Office where a plan will be developed. If that plan is not completed, the Parents may be referred to the Alameda County District Attorney.

Tardies

- Students will be marked tardy if they are not in their classrooms after the 2nd morning bell at 8:30 AM. Habitual tardiness, according to California law (Ed Code. 48260-48273), is truancy and will be treated as such.
- Students arriving between 8:30 AM and 8:59 AM will be marked tardy. Students arriving at 9:00 AM or later will be marked as truant (unexcused tardy) in accordance with California Education Code (Ed Code 48260–48273). Students must report to the office to obtain a tardy pass before entering class.
- Any tardy over 30 minutes, except for medical reasons, is also unexcused.
- If your child is arriving late to school for any reason, the parent or guardian must call the office before the student's arrival. The student MUST pick up an "admit to class" pass from the office before entering class; otherwise it will be considered an unexcused absence.

Chronic Absence and the School Attendance Review Team

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

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

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

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

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

Independent Study

In extreme emergencies, on a limited basis, you may request permission for approval of an Independent Study from the school Principal. If a student is going to miss school for more than two days, the student's guardian must let the office know at least 2 weeks in advance so that class assignments can be provided and the guardian can sign an Independent Study Contract. An independent study is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credential teacher. Independent Study is approved at the discretion of the Principal.

Emergency and Medical Information

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

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

Medical Concerns – Allergies

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

Illness / Injury at School

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

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

Mental Health

If you have concerns about your child's mental health, please talk to the front office staff to schedule an appointment to speak to an Administrator about your concerns. If you are a student and would like to talk to a counselor, please. reach out to the teacher, administration or S3 Coordinator to discuss supports and options.

Sucide Prevention Policy

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

Education for Change Public Schools Sucide Prevention Policy

Community and Family Expectations

At Cox Academy, we welcome all families into our school community. We believe that families are an integral part of their child's education, and we encourage families to participate in school events and in their child's classroom.

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



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

School Visitation

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

Families are not permitted to visit their child during lunchtime. Please be aware that this procedure is in place for the safety of every child at our school. We are an open campus and encourage you to visit our school between 9 AM - 2 PM. We ask that you come during these times so there are no distractions during our busiest transition times.

Cox Academy offers a number of classes and workshops for our Parents and community members. When attending these classes/workshops, please sign in/out and wear that appropriate identification badge for that program as well. Badges need to be returned at the end of the class.

It is also important that classroom instruction not be interrupted during school visits. If you are observing in a class, it is important that you limit your interactions with students, so that they can focus on learning. Please also do your best to refrain from pulling students from class to discuss family related matters. This should only happen in extreme emergencies.

Please refer to the EFC Visitor Policy for further information regarding school visitation at Education for Change Public Schools.

Teacher/Staff/Admin Communication At School

During school hours, if you would like to communicate with your child's teacher, you are required to schedule an appointment with them, with 24 hour advance notice. Of course, if your child's teacher has time to meet with you with less notice, they will try to accommodate that. It is very important that instruction time not be interrupted when scheduling meetings with teachers, or communicating concerns. All teacher communication should be scheduled for before or after school.

You can also schedule an appointment to meet with an Administrator with 24 hour advanced notice.

Home-School Communication

Home-School Communication/School Publications

You will receive many pieces of information from our school. One common form of communication is through notes/flyers from teachers or the office, which may be sent home on any given day. Please encourage your child to be responsible for bringing home school information when given out. Also, please check your child's backpack nightly for any important information that may have been shared.

We also encourage you to sign up for a free account with Parent Square (parentsquare.com), which is a home-school information sharing app. Regular notices will be sent out through this phone app, which is a great way to stay up to date with communication from both the office, Admin, and teachers. In case there are any emergencies on campus, families will be notified as soon as possible through the Parent Square app.

We use DeansList to send important school communications, including updates related to PBIS and student behavior supports. Families may receive automated notifications and messages through this system.

To ensure we can communicate important information about your child, families are expected to maintain accurate and up-to-date contact information on file and regularly

monitor school communication channels. If contact information changes, families must update it promptly with the school office.

Contacting teachers at home

Teachers' workday is between 8 am - 4 pm, Monday - Friday. Please do not phone teachers at home unless the teacher gives you permission to do so. For emergencies outside of these hours, please leave a message on the school voicemail. If you call the office, we will relay messages. Teachers should not be interrupted during instruction time. The Cox Academy office number is (510) 904-6300.

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

Student Use Cell phones & School phones

(Board Policy #26-0609-1, adopted June 9, 2026)

In accordance with California's Phone-Free School Act (AB 3216) and EFC Board Policy #26-0609-1, Cox Academy restricts the use of smartphones and mobile communication devices during the school day in order to promote a focused, engaging, and safe learning environment.

Device Storage Rules

Personal cell phones, pagers, tablets, smartwatches (Apple/Google Watch), walkie-talkies, and any other cellular communication devices must be put away or stored in designated classroom caddies, turned off or set to silent, with notifications disabled, throughout the school day, unless a staff member has given permission for use.

Privacy: Devices with camera, video, or voice-recording functions may never be used in a way that violates another person's privacy rights.

Exceptions

Exceptions to this policy are permitted only when:

- A licensed physician verifies in writing that device possession is essential to the student's health or well-being;
- Device use/possession is required under the student's active IEP or Section 504 plan;
- There is an emergency involving imminent physical danger to the student or others; or
- Staff explicitly authorize device use for Level 1 or 2 English Learner translation assistance.

Except in cases of imminent physical danger, all exceptions must be approved by the school principal.

Discipline for Violations

Students must comply immediately when staff direct them to put away or stop using a device. If a student is found using a restricted device without permission, it will be confiscated by a teacher or staff member, and violations will result in age-appropriate, progressive discipline, such as:

1. Verbal warning and restorative conversation with the teacher/staff member.
2. Written warning or referral, with notification to parent/guardian.
3. Confiscation of the device, parent contact, and referral to administration.
4. **Subsequent offenses:** Revocation of the privilege to bring a device on campus and/or further discipline per the school's behavior matrix.

Confiscation and Return

- Confiscated devices are stored securely by site administration in a centralized, locked location, with a log of student name and device description maintained.
- Devices are returned to the student by the end of the school day.
- For repeated offenses, a parent/guardian may be required to pick up the device in person.
- [SCHOOL NAME]/EFC is not responsible for devices that are lost, stolen, or damaged.
- Any confiscated devices not yet returned will be given back no later than the final week of school.

School Telephone Use

School telephones are not for student use. Calling home for permission to visit with friends, or to ask for forgotten lunch, money, homework, books, or an early pickup, is not permitted. In an emergency, or for another acceptable reason, students may use the phone with a written pass from their teacher.

Students will **not** be called out of class to take a phone call. Classes are not interrupted except for an extreme emergency. Messages will be taken and given to students at the appropriate time.

Emergency Communication

Parents/guardians needing to reach a student urgently during the school day should call the Cox Academy's main office at (510) 904-6300. Office staff will relay messages or call the student down as needed.

Distribution

This policy is shared with all students, parents, and staff at the start of each school year, and with newly enrolled students/families within one week of enrollment.

Standards Based Report Cards

Cox Academy uses a Standards Based report card that is aligned with Common Core State Standards. For each academic section (Reading Language Arts, Science, Math, Cross Curricular Integration), students are scored on a 1-4 scale. Adequate Understanding is considered at grade level. To receive an Adequate understanding (3), the expectation would be that the student would have mastered all the standards indicated in the guidelines for that marking term. Each component or standard in Language Arts and Math, should receive one of the following marks for their Grade Level Performance:

Academic grades are:
1 (far below grade level expectations; minimal understanding)
2 (below grade expectations; partial understanding)
3 (meets grade level expectations; independent understanding)
4 (excels at grade level expectations; depth of understanding)

Domains not assessed in the Trimester are marked as 'not assessed.'

Students will receive a report card 3 times a year (see school calendars for the end of the trimester dates). At the end of the first and second trimester, teachers will arrange a conference to discuss the report card.

General Information

Valuable Property

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

Cafeteria and Snacks

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

Students may bring snacks daily but we highly recommend that the snacks be nutritional and healthy (Fruit, Granola Bars, etc). Snacks such as hot chips (takis, hot cheetos), fast food (i.e. McDonalds, Burger King), candy bars, sodas and sweets do not provide good nutritional value and can be detrimental to your students' learning experience, therefore these items are **NOT** allowed at Cox Academy. Snack time will be determined at teacher discretion based on class and academic schedules. In an effort to maintain cleanliness, snacks will not be eaten on the playground.

If students have forgotten their lunchbox at home, it must be dropped off at the front office no later than 10 AM. The first lunch begins at 10:30 AM, and this time restriction is in place to ensure your child receives their lunch, and it is not lost in the transition of the lunch/recess. The front office can reject lunches that arrive at 10 AM for any reason.

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

Pets

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

Class Assignments

Students are assigned to classes with input from the classroom teachers from the previous year. They are grouped to provide balanced classes for everyone's benefit. After the classes are formed, the Principal assigns teachers to each list of classes. This is the most educationally sound way to group students; therefore, **parent requests for teachers will not be accepted.**

Transitional Kindergarten (TK), Kindergarten, and 1st grade Family Requirements:

Please pack an extra set of clothes (underwear, pants, socks) in a large plastic bag that your student can keep with them in case they have an accident. Even if your student is potty trained, often at this age, they have accidents. This ensures that the student does not miss a lot of class and that you do not need to come to the school to bring clean clothes.

Curriculum, Programs & Services

Core Curriculum

At Cox Academy, teachers utilize Common Core State Standards-aligned curriculum as the foundation for rigorous, grade-level instruction. Our adopted curriculum provides a strong framework for lesson planning and instruction while ensuring all students have access to high-quality learning experiences.

For English Language Arts (ELA), students in Kindergarten through 5th grade use Fishtank Learning, a knowledge-building curriculum designed to develop reading, writing, speaking, and critical thinking skills through engagement with complex texts. In grades K–2, students also receive foundational literacy instruction through UFLI Phonics, our Tier I phonics program, and SIPPS, our Tier II foundational skills intervention program. These curricula are further supported by classroom libraries and our schoolwide guided reading, providing students with rich opportunities to develop literacy skills and a love of reading.

For mathematics, students in TK through 5th grade use Eureka Math, a standards-aligned curriculum that emphasizes conceptual understanding, problem-solving, mathematical discourse, and fluency development. Through Eureka Math, students build strong mathematical foundations while developing the skills needed to think critically and apply their learning in meaningful ways.

Blended Learning (Computer Based Literacy Programs)

Cox Academy uses computer-based and online programs to support personalized student learning. In addition to our core curriculum, students engage with a variety of blended learning programs designed to accelerate growth and provide targeted practice based on individual needs.

While i-Ready is our primary personalized learning platform, students may also use programs such as Zearn, Reflex Math, TypingClub, Lexia English, and other supplemental digital tools. These programs provide differentiated reading and math practice tailored to students' skill levels and learning goals.

Students also utilize online assessment platforms, including Edulastic, which provide opportunities to take standards-based assessments and practice with computer-based testing formats similar to the California Smarter Balanced Assessment (SBAC) administered in grades 3–5.

K–2 Personalized Learning

Students in grades K–2 use i-Ready Math for at least 45 minutes each week to support personalized mathematics learning and skill development.

Second-grade students participate in Amira tutoring for 30 minutes each week as a personalized literacy intervention. Students in grades K–2 also use the Amira platform for literacy screening and progress monitoring. Amira is an artificial intelligence (AI)-powered reading assessment tool that provides teachers with real-time data about student reading development. Additional literacy and technology tools, such as Epic and TypingClub, may be used as needed to support student learning.

TK Curriculum & Foundational Learning

TK students participate in developmentally appropriate, play-based learning experiences designed to build foundational academic and social-emotional skills.

For mathematics, TK students use HighScope Math, which emphasizes active learning, exploration, and problem-solving through hands-on experiences, daily routines, and small-group instruction.

For foundational literacy development, TK students participate in Heggerty Phonemic Awareness lessons and utilize Education for Change (EFC) phonics lessons to develop early reading skills. Students also engage in EFC's Repeated Read Aloud curriculum, which supports vocabulary development, listening comprehension, oral language, and a love of reading through rich, interactive text experiences.

Social Emotional Learning

Cox Academy believes in the importance of Social Emotional Learning (SEL) and developing students' five SEL core competencies that the state of California has deemed essential to supporting students' social/emotional health and safety at school (shared below). These competencies are also foundational skills that support student learning and achievement in and out of the classroom.



All staff members support student SEL through the use of *The Toolbox Project*, a research-based, community-tested, social-emotional learning framework/curriculum that fosters the development of resilience, self-mastery, and empathy for students in all grades. Experience the collective and personal impact of using the 12 Tools on the lives of children by watching the brief introductory film. http://dovetaillearning.org/

Specials Classes

Cox Academy believes that a well rounded education is a key to supporting students' love of learning and developing into students who become changemakers for our community. To support holistic student development and learning, Cox Academy offers three, 50 minute specials classes each week The three specials classes offered at Cox are: Dance, Physical Education, and Music.

Multi-Tiered System of Supports (MTSS) Model

Cox Academy, along with our Seneca Partners, provide tiered support to students who have specific high needs through our MTSS model. All students receive "Tier 1" supports in general education classrooms and common spaces like the playground and cafeteria. These supports are delivered by Cox Academy staff who are trained on Positive Behavior Intervention Supports (PBIS) and differentiated academic supports.

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

The Learning Lab team includes the MTSS Coordinator, Academic Intervention Specialists (Special Education Teachers), Speech and Language Pathologists, School Psychologists, Therapists,, and an extended network of related service providers. This team works to identify student needs holistically and integrate various academic, behavioral, and wellness

supports, in order to remove barriers to learning, connect students with targeted interventions, and ensure they stay engaged, healthy, and successful in school.

Most importantly, we believe it is vital for Parents and other family members to be partners in designing and implementing educational plans for their students. Cox Academy MTSS team members are always available to teachers and families to talk about students' needs or provide guidance on strategies to support their learning. Please don't hesitate to contact an Administrator to set up a meeting, if you have questions about your student or the MTSS model!

Departmentalized Model

Students in 3rd - 5th grade at Cox Academy participate in our Departmentalized Model, which means that they have three teachers, an English Language Arts (ELA) teacher, a Math teacher, and a science teacher. One of their teachers will be their "home room" teacher, who they will start the day with.

The purpose of this model is to support teachers to focus their planning and preparation time in one content area (ELA, Math, science), so they can grow into experts in that content. We believe that this focus positively impacts student learning!

After-School Program (Girls Inc.)

Cox Academy partners with Girls Inc. to provide a safe, supportive, and enriching after-school program for students in grades TK–5. The program is offered free of charge and enrollment is available on a first-come, first-served basis until all spaces are filled. A waitlist is maintained when capacity is reached.

The program operates Monday through Friday after school until 6:00 p.m. and includes homework support, academic enrichment, recreation, social-emotional learning, and engaging enrichment activities designed to support students' growth and development.

ELO-P Sports & Clubs

Cox Academy offers a variety of Extended Learning opportunities through our Expanded Learning Opportunities Program (ELO-P), including competitive sports and enrichment clubs.

Competitive Sports are available for 4th and 5th grade students and may include flag football, basketball, and soccer through the Education for Change (EFC) Sports League.

Enrichment Clubs are available for students in grades TK–5 and are led by Cox Academy staff members. Club offerings vary throughout the year and may include art, music, dance, cooking, STEM, photography, golf, student leadership, and more. Clubs typically meet from 4:00–5:00 p.m. or 4:00–5:30 p.m.

Club opportunities are open to all Cox Academy students, including those enrolled in the after-school program and those who are not. Families will receive club registration information before each session. Placement is based on grade-level eligibility, student interest, and available space. Students not enrolled in the after-school program must be picked up promptly at the conclusion of their club.

Parent/Community Involvement

Home-School Compact

At Cox Academy, we believe that we must partner with families to ensure success for our students. In an effort to strengthen our partnership with families and be clear about what we can expect from one another, all family members and students will receive a *Cox Academy Home-School Compact* at the beginning of the school year.

Parents/Guardians, Students, and Staff (Teachers) are expected to sign and return the "pledge" in Home-School Compact, which details specific actions that all stakeholders will take to ensure a successful year for each student. The actions listed in each "pledge" have been proven as important ways that students can be supported at home and at school.

Wednesday Morning Meeting

Students, families, and staff will participate in Wednesday Morning Meeting in the courtyard in front of Building D to start the school day. The meeting is held from 8:30 am to 8:45 am. This is a time when Admin and student leaders celebrate our community, share student accomplishments, and make announcements for families and students. Parents and family members are strongly encouraged to attend.

Students line up with their classes at 8:30, after being dismissed from the cafeteria. Parents and community members are asked to stand at the back of each line. When participating in this weekly event, we ask that you respect the meeting by not talking.

Volunteers

Volunteer help and support makes all the difference in broadening the spectrum of activities each year. Parents, grandparents, and friends are involved in many ways at Cox Academy. They help in various capacities throughout the school. They also chaperone field trips and help students with special activities. Please contact our family coordinator, your child's classroom teacher, or the office if you would like to support the school program by volunteering, and we will assist you in completing the necessary paperwork. Please be aware that there are requirements for fingerprinting and TB clearance for school volunteers.

There will be a parent volunteer request form sent home at the beginning of the school year. Please support your student and Cox Academy with any time that you have available.

Volunteer Opportunities

Los Dichos: Los Dichos provides an intentional opportunity to honor the cultures, languages, and traditions of the families within Cox Academy; and, in addition it affirms the family's role as the "first and forever" teacher. Through this school based program, family members and teachers co-read bilingual children's books and co-lead hands-on activities in their child's classroom. The lessons used during the Los Dichos program are created in advance by the Los Dichos staff and come with a guide that makes it easy to execute. (All content is translated into Spanish and English, while some of the content is also translated into Vietnamese). Prior to entering the classroom, families engage in training sessions to cultivate key skills around "read alouds", to build relationships with other families, and to increase confidence in their role as co-teacher. Annually, we will have six Los Dichos sessions, lasting two hours each session. Participation in Los Dichos culminates in a powerful reading experience, where kids get to see their families as the "teacher", hear their language affirmed, and see their culture valued. Finally, all family members are welcome to join in this amazing experience that celebrates the diversity of our cherished communities through literacy and engages students, staff, and families in a meaningful way.

Cultural/Family Celebrations/Activities: Cultural celebrations are a critical element to our schools. Our students must see their cultures represented, honored, welcomed, and should be provided the opportunity to appreciate and be exposed to other diverse cultures as well. Cultural celebrations such as: Dia de Los Muertos, Lunar New Year, Black History Month, Cultural holidays, Celebrations that showcase and include student talents, cultural rituals and traditions (i.e. dress, food, dance, stories, etc.), and school enrichments, are critical to include and showcase in family events and more.

Academic Achievement Celebrations: It is also important for our Cobras to be publicly celebrated for their achievement (academic growth and absolutes, attendance, alignment with core values, etc.) in a manner that builds pride, but also welcomes their families to further elevate their pride and investment in their child's talents and accomplishments. Rigorous instruction and academic achievement are an important element of culturally relevant pedagogy and schools as well and thus, we must celebrate our Cobra's hard work and achievements, while also including families in these celebrations as well. In these celebrations, it is important that 100% of students are recognized for something (every child has something to celebrate and has thrived/achieved somewhere) and that families are included and invited. It is encouraged to have this occur at least twice per year (mid-year around January and end of year around June).

Parent Councils

Family Leadership Council (FLC): The Family Leadership Council at Cox Academy is an open council meeting for all families to attend and get information about school policies, events, and initiatives taking place for that month. FLC meetings are also a very important

way for parents/guardians to provide input about how we can continuously improve our school. FLC meetings are open and all families are welcome and encouraged to participate.

Parent Classroom Representatives

Each classroom at Cox Academy must have two Parent representatives that work directly with our Family Coordinator and the classroom teacher, to support classroom initiatives and other Parents and families. This leadership position is a crucial aspect of building other Parent leaders at our school.

If this is something that you would be interested in taking on, please reach out to your child's teacher or our Family Coordinator.

McKinney-Vento Site Contact

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

Cox Academy, as our own LEA, is dedicated to ensuring the educational rights and protections of children experiencing homelessness, as detailed in the McKinney-Vento Act. The McKinney-Vento site contact is Cox Academy's Site Operations Manager, Sophia Ramirez. Ms. Ramirez can be reached at: sramirez@efcps.net or (510) 904-6300

Culture & Discipline Framework

The goal of the Education for Change and Cox Academy is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The *No Nonsense Nurture* Culture and Discipline Framework listed below as the "6 Rs Discipline Hierarchy" gives general guides for behavior, but is not as a mechanism for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. (Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007)

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

expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted.

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

As part of this philosophy, we believe:

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

Classroom Positive Incentives

To support this philosophy, it is also expected that all classroom teachers implement a classroom positive incentive/reward system in their class. The teacher has autonomy to create their own incentive system, however it is recommended for incentive systems to be aligned with other teachers within grade level teams.

Schoolwide Accountability Hierarchy - "The 6 Rs"

At Cox Academy, all teachers implement a schoolwide accountability system designed to support students in reflecting on their choices, self-regulating, and returning to learning. The "6 R's" provide a consistent, schoolwide progression of supports and must be clearly posted in classrooms and common spaces. Teachers are expected to explicitly teach and regularly review this system with students and families.

- Step 1: Verbal **Reminder**
- Step 2: **Reset** (check strategies that apply on referral form under staff intervention)
- Step 3: In-Class **Reflection**/Break Space
- Step 4: Teacher **Restorative Justice** conversation
- Step 5: **Referral**
- Step 6: **Reflection**

Accountability Hierarchy Process (the 6 Rs Explained):

Step 1: Verbal Reminder

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

Step 2: Reset

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

Step 3: In-class Reflection

If the behavior persists after a **reminder** and **reset**, the teacher prompts the student to "take a break" for up to 5 minutes and reflect on their choices at their desk or calm corner. The self-reflection time needs to have a common sheet for students to complete (**TK/K Reflection Sheet**, **1st/2nd Reflection Sheet**, **3rd-5th Reflection Sheet**), so students can think about which tools can support them to get back on track. The teacher also needs to have a quick "stay in the game" conversation with the student, encouraging them that they can turn their behavior around.

Step 4: Restorative Justice

If behavior continues after Step 3, the student participates in a restorative support process with an administrator, Wellness Coach, or SSA staff member (by phone or in person). This step provides students with time to cool down, reflect, and self-regulate before returning to learning. (**Reflection Sheet**)

- Call the Front office to walkie for correct support
    - This step is preemptive (not punitive) and is designed to give students a final opportunity to correct their behavior before step 5.

When the student returns to instruction, the teacher conducts a brief restorative conversation to support re-entry into learning. Depending on instructional context, this may occur in one of the following ways:

- **Option 1:** Wellness Coach remains briefly in the classroom to support supervision so the teacher can privately debrief with the student
- **Option 2:** If the Wellness Coach can't stay, then the teacher and student do a quick restorative convo without "take over" support.
- **Option 3:** If the teacher is in the middle of teaching the class, then the teacher lets the returning student know that at their next break or during independent work time, they will check in and have a restorative conversation.
- This step is also coupled with a "**Give Back**" consequence

"Give Back" Consequence explained

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

- Hold students for 5 - 10 minutes after school (e.g., to complete missed work or have a restorative conversation)
- Having students conduct classroom or playground pick up/clean up
- Having students conduct a classroom helper task during student choice time (i.e., sharpening pencils)
- Conferencing with the students/reading their written reflection during after school

Step 5: Referral

Behavior has escalated beyond classroom-based supports or meets automatic referral criteria.

A referral will be entered in DeansList in one of the following ways:

- The student has moved through Steps 1–4 of the 6 R Accountability Hierarchy
- The student reaches 4 Rock entries in DeansList, which triggers an automatic referral.
- The behavior is identified as a Level 3, major behavior, that requires immediate admin support

Step 6: Reflection

When a student receives a referral, they complete a reflection process that encourages them to think about their choices and the impact of their actions. During this process, they collaborate with staff to identify strategies and tools that can help prevent the behavior from recurring and support them in resetting more quickly when challenges arise in the future.

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

Reflection Policy

- Students who demonstrate a Level 1 - 3 behavior and receive a Referral will earn “Reflection” After-School.
- Students will complete reflection based on referred behavior. Admin, or SSA will dismiss students to dismissal.
- Students who do not meet behavioral expectations of being safe, respectful, and responsible in the Reflection space (i.e., not sitting quietly, not listening to others during the reflection circle, calling out/interrupting, not staying seated) will repeat reflection time the following day. Students will be given two warnings during reflection and then will be asked to leave the Reflection.
- Students who leave early but have earned a referral, will complete their reflection the following day.
- A SSA member will pick up students who were assigned reflections.

Reflection Room Process

- Students will join the “Reflection Conversation” that will be led by the supervising adult. The Reflection Conversation is a time for students to answer specific Cox

Academy Restorative Questions posed by the supervising adult and reflect on their choices that led to the office referral.

- The rules of the Reflection Conversation are:
    - Students must sit respectfully
    - Students are allowed to speak when recognized by the supervising adult
    - Students answer restorative questions or talk in general about how their actions affected themselves/their community.
    - Students reflect on their incidents only. It is not okay to discuss someone else's incident unless they are supporting a student with appropriate advice/strategies after that student shares their reflection.
- The goal of the "Reflection Conversation" is to have students support each other in the reflection process. This is an opportunity for students to take responsibility for their actions in a supportive circle publicly. If needed, it also gives students an opportunity to prepare for a "Restorative Circle" in their classroom or in the SSA Room and practice restoring the harm with the student(s) affected by their actions.
- Restorative Circles in the Reflection Room will be organized at the discretion of the supervising adult. It will always be the goal to hold a Restorative Circle. However, the supervising adult may choose not to due to special circumstances.
    - In the event that a Restorative Circle is not held, the expectation is that students will do their own quiet, personal reflection, and the supervising adult may hold one on one reflection conferences.

Alternative Placement, In School Suspension,

In & Out of School Suspension Policies and Procedures

EFC Suspension & Expulsion Policy

Education for Change Public Schools has adopted a Suspension and Expulsion policy that was revised and approved by the EFC Board on January 12, 2023. Please review this org wide discipline policy here: EFC Suspension and Expulsion Policy. Cox Academy's policy to determine the type of consequences that may be given for Level 2 or 3 type behaviors/referrals is as follows:

SUSPENSION-EXPULSION MATRIX

Suspension Required	**Discretionary Offenses**	
Must Recommend Expulsion and 5-Day OSS Suspension	**OSS Suspension Likely - Expulsion Case Dependent**	**Consequence/Restoration Required - OSS Case Dependent**
Acts committed at or on the way to or from school or school activity.		
Education Code (*EC*) 48915(c)	The recommendation for suspension/expulsion shall be based on one or both of the following:	The recommendation for OSS suspension shall be based on one or both of the following:

1. Possessed, furnished, or brandished a firearm, explosive, or otherwise destructive device. 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 or committed sexual battery as defined in specific enumerated sections of the Penal Code (see full policy).	1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915(b)] *EC* Section 48915(a) states that an administrator shall recommend expulsion for the following violations unless the administrator finds that expulsion is inappropriate: 1. Willfully used force or violence upon the person of another, except in self-defense. *EC* Section 48915 (a)(1). 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC* Section 48915 (a)(2). 3. Unlawfully offered, arranged, or negotiated to sell any controlled substance or imitation thereof as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, incl. Prescription drug Soma 4. Robbery or extortion. *EC* Section 48915 (a)(4). 5. Assault or battery, or threat of, on a school employee. 6. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.	1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)] 3. It is not appropriate to have student be seen or visible on campus 4. Non-compliant with administrative staff Typical Behaviors: 1. Caused, attempted to cause, or threatened to cause physical injury to another person 2. Aided or abetted in the infliction or attempted infliction of injury to another person 3. Possessed, sold, or otherwise furnished any knife 4. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind (inc. tobacco) 5. Committed or attempted to commit robbery/extortion 6. Caused or attempted to cause damage to school or private property, including electronic files or databases 7. Stole. attempted to steal, or knowingly received stolen school or private property 8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia 9. Possessed an imitation firearm 10. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding 11. Committed sexual harassment (persistent and/or threatening sexual harassment should result in a suspension) 12. Caused, attempted to cause, threatened or participated in an act of hate violence 13. Intentionally harassed, threatened or intimidated school personnel or students 14. Engaged in an act of bullying or hazing, including by means of an electronic act *Any and all situations where there is a victim involved, restorative consequences should only be considered if the victim is <u>willing</u> to engage in such processes.*

<u>Alternative Placement</u>

- An alternative placement is a disciplinary intervention that follows the reflection process and serves as a step before suspension. It provides students with an additional opportunity to address their behavior and demonstrate positive changes while remaining engaged in the school environment.

- An Alternative Instructional Setting, or Alternative Placement, is when a student is placed in an alternate classroom (either office, at their grade level or one grade level above or below their grade), removing them from their assigned classroom, for a period of time not to exceed one full day, while still allowing the student access to a qualified teacher and work related to their grade level curriculum. Students may attend recess with grade-level peers and school events during the school day.
- An alternative placement is a consequence given at Admin discretion if a student receives a level 2 or 3 Office Referral and has taken responsibility for the behavior yet needs reflection time away from their classroom. Students may also receive an Alternative Placement if they have received multiple Office Referrals.
- An Alternative placement is NOT an In-School Suspension because the student demonstrates that they are not a danger to others and therefore can be in a setting with other students.
- For the period of the alternative placement, the student will be provided with independent work related to the classroom curriculum and offered support by school staff as available. Students will follow the classroom and recess schedule of the class they are placed in.
- If students do not meet the Behavioral expectations listed below in their Alternative Placement, they will be referred to the Student Services Office for further consequences.
- Students with IEPs (Special Education classification), 504 Plans, or a specific BIP (Behavior Intervention Plan) can not be given an alternative placement as a consequence. Students with these classifications, if removed from the class for any amount of time when NOT escalated, must be classified as an ISS.

In-School Suspension (ISS)

- An In-School Suspension is when a student is placed in an alternate setting that removes the student from their classroom while still allowing the student to attend school and complete school work.
- An In-School Suspension is a consequence given at Admin discretion if a student receives multiple level 2 or 3 Office Referrals and has difficulty taking responsibility for their behavior. A student's ISS can be held in different locations based on the need and the nature of the incident, including the Main Office, the Student Services Office, & the Restorative Room.
- During an ISS, the student may not interact with other students, including attending recess with grade-level peers and attending school events during the instructional day.
- The student will be provided with an alternative instructional and recess schedule (consisting of three 10 min. breaks and a 20 min. lunch), along with access to Special Ed. and related services.

- For the period of the In-School suspension, the student will be provided with independent work related to the classroom curriculum and offered support by staff to aid its completion.
- Students in ISS are responsible for following the Behavioral Expectations below and will be given 3 warnings (3 checks) if they are not following these guidelines. If a student receives 4 checks, a phone call home will be made, and they may be released to the parent for the rest of the day (Out-of-School Suspension).

Out-of-School Suspension (OSS)

- An Out-of-School Suspension is when a student is restricted from being at school for part of a school day, up to five days. At Cox Academy, OSS is only considered when the student's behaviors are reasonably suspected of having been done with the intent to inflict serious physical or emotional harm or when a student's behaviors pose a serious safety risk to self or others.
- An Out-of-School Suspension is a consequence given if a student receives 4 referrals within 14 consecutive school days. 3 of 4 of those referrals must display common behavior or actions.
- An Out-of-School Suspension is a consequence given at Admin discretion if a student receives a level 3 Office Referral, does not take responsibility for their behavior, and demonstrates that they are a continued threat to the safety of others.
- For the period of the Out-of-School suspension, the student will be provided with independent work related to the classroom curriculum (if possible). Upon return to school, the student's work will be checked for completion.
- When the student returns to school after the OSS, the student's family will be required to meet with Admin to discuss the OSS and ways the student will avoid similar behavior(s) in the future.

Cox Academy's Dress Code Policy

One of Cox Academy's Habits of Performance and Character is ***Pride***. Students show pride in many ways at school but one of those ways is in how they present themselves in their clothing and apparel choices. Beginning in the 2021-2022 school year, students will not be required to wear uniforms, however, pride in appearance and adhering to dress code rules will be required. Students need to be able to fully participate in all school activities and recess each day and shoes and clothing should be chosen that allows for no restrictions or limitations. Students can always wear their Cox shirts if they would like but it will not be required.

On Wednesdays, we encourage all students, staff, and family members to wear Cox Academy shirts or colors to show pride and community in our school.

Students and Parents need to be aware of the importance of good grooming and its effect upon the learning environment. The following dress and grooming guide and restrictions

are to be followed by all students. If you need financial assistance or support providing clothing that adheres to our dress code, please contact Kenyana Booker at kbooker@efcps.net.. Families will be contacted when a student's dress does not align to the following guidelines.

- No thongs/flip flops or slick-soled dress shoes are allowed. Shoes must allow you to move safely around the campus and participate in recess, PE, and other activities.
- No halter-tops, midriff shirts or blouses, see through tops, and sleeveless undershirts are allowed. Shirts need to be able to cover torso and straps stay in place
- No intentionally baggy pants falling below the waist. Pants, shorts, and/or skirts should be able to stay on your waist
- No shorts or skirts shorter than the length of the finger extended straight down one's side (the fingertip rule)
- No shirts with obscene pictures, wording or advertisements of drugs, alcohol, or cigarettes
- No gang related clothing or headgear is allowed under any circumstances.

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

Procedure to Resolve Parent/Teacher Disagreements

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

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

Step No.1 - Direct Conversation
If a Parent or community member has a disagreement or misunderstanding with a staff member, the complainant should address the concern to the specific staff member directly involved with the circumstances surrounding the concern. The staff member will meet with them as soon as possible (subject to mutual agreement by key parties).

Step No. 2 - Fact and Possible Resolution
If the complainant or the staff member is not satisfied with the outcome of Step No. 1, or the complainant or the staff member is unwilling to meet independent of an administrator, a meeting with the staff member and appropriate administrator will be arranged as soon as possible at a mutually convenient time. This step is to be informal and verbal.

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

Complaint Procedure Policy

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

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

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

1. Consolidated Categorical Aid Programs

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

2. Child Nutrition Programs
3. Special Education Programs (Title 5, Section 4621 and 4610)

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

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

Safety

Emergency Procedures

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

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

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

Campus Security

Cox Academy is a closed campus. All perimeter gates and entry doors remain closed during the school day for student safety, including our main entrance at 9860 Sunnyside St.

The main entrance will be open during the following times only:

- **7:45 AM–8:30 AM (arrival)**
- **3:05 PM–3:20 PM (dismissal)**

To maintain a safe and secure campus, we ask all families and visitors to support this policy by not opening doors for others during the school day (8:30 AM–3:05 PM), even if they are already inside the building.

During school hours, all visitors must request entry using the front office intercom system and follow check-in procedures. All visitors are required to wear a visible visitor badge at all times while on campus. Individuals who do not complete the check-in process or display a visitor badge may be redirected to the office.

All families that attend Cox are placed on a registered visitors list, along with community service providers such as the Oakland Police Department. Any persons not on our

registered visitor list, may not enter campus unless given permission from an Administrator. To set up an appointment to access Cox Academy (if you are a non-registered visitor), please call the main office at (510) 904-6300.

Vending

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

Vending is not allowed to take place anywhere in front of our school, on Sunnyside Street, from the corner of 99th Avenue to Warren Street. Vending can only take place 500 feet away from the school, and must be across Sunnyside Street (the sidewalk on the west side of the street).

Internet User Policy for Students

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

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

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

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

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

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

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

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

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

Fundraising

EFC Fundraising Policy

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

1. Prior Approval
(a) A Fundraising Project Approval Form must be approved by the Principal and the Chief Operating Officer at least two (2) weeks in advance of the proposed fundraising project/event.
(b) All literature to be distributed relating to the proposed fundraising project/event must be submitted with the Fundraising Project Approval Form and approved by the Principal and Chief Operating Officer. This includes, but is not limited to, flyers, brochures, and emails.

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

3. Post-Fundraising Project/Event

(a) All employees must adhere to EFC's cash policy guidelines
(b) All fundraising money shall be remitted to the Chief Operating Officer by 5:00 p.m. on the following business day after the completion of the fundraising project/ event.

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

Donations

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

The following are items are used throughout the year and donations of these items are particularly appreciated: Hand Sanitizer (Purell), Kleenex (Facial Tissues), Post-It notes, Highlighters, Paper Towels, Disinfecting wipes (Lysol, Clorox), Baby wipes, Dry erase markers, White Copy Paper.

Title IX Notice of Nondiscrimination

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

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EFC Board Policies

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, ethic 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;

● Deferential 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 my 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:

o Rape, sexual battery, molestation or attempts to commit these assaults.

o 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:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o 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.

o 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:

o 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.

o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o 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.

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education for change
PUBLIC SCHOOLS

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:
    - Name of student;
    - Name of parent/guardian or parent representative;
    - Name of verifying employee;
    - Date or dates of absence; and
    - 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 <u>also</u> 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 my 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. <u>You must come to the office to sign your child out</u>.
- 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).

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.

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education for **change**

PUBLIC SCHOOLS

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 (6^{th}) 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.

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[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.

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education for **change**

PUBLIC SCHOOLS

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 GAFE privacy policies, please see:
https://edu.google.com/k-12-solutions/privacy-security

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.