

# **IMPACT** **ACADEMY** *of* ARTS & TECHNOLOGY

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## **2024-2025** **SPARTAN** **Handbook** **Grades 6-12**

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2560 Darwin Street, Hayward, CA 94545  
High School: 510-300-1560  
Middle Grades: 510-266-0532  
[www.es-impact.org](http://www.es-impact.org)

**En Español: [tinyurl.com/48xyn24z](https://tinyurl.com/48xyn24z)**

English Online: [tinyurl.com/4f6akwp7](https://tinyurl.com/4f6akwp7)

# Impact Academy Spartan Handbook Acknowledgement Form 2024-2025

Please sign and return to your child's advisor immediately.

*The following student has received a hard copy of the Impact Academy Spartan Handbook and Spartan Community Agreements.*

*"We agree to follow the policies and agreements outlined in the Impact Academy Spartan Handbook 2024-2025 and the Spartan Community Agreements 2024-2025."*

\_\_\_\_\_  
Student Grade Level

\_\_\_\_\_  
PRINT Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
PRINT Parent/Legal Guardian

\_\_\_\_\_  
Parent/Legal Guardian signature

Date \_\_\_\_\_

*The Handbook and Agreements are available on the website, available in hardcopy and in translation upon request.*

## **Spartan Community Agreements and Core Values 2024-2025**

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We (the community members of Impact Academy) are dedicated to preparing and inspiring all students to enter, succeed in, and graduate from college. Our empowering and transformative learning community is rooted in the agreements we make to one another, whether we are students, family members, faculty, coaches, or adult mentors:

### **Core Values**

- We show **RESPECT**
- We uplift our **COMMUNITY**
- We practice **JOY**
- We strive for **GROWTH**
- We access our **AGENCY**

### **Parent/Guardian Agreement: I understand and can:**

- Work with Impact staff to provide a safe environment for my child, their peers, and our school community
- Stay aware of what my student is learning and their academic progress by:
  - checking in with advisors, teachers, and school staff when I have questions or ideas
  - Supporting the school in its efforts to maintain a positive school culture
  - Establishing a time for homework and check in with teachers
  - Providing a space for my student to study
  - Encouraging my student's efforts and for them to go to seek support as needed
- Attend presentations of learning, conferences, exhibitions, and Spartan Family Association Meetings
- See that my student is punctual, attends school regularly and follows the dress code policy
- Schedule vacations around the school calendar to maximize my student's learning opportunities
- Keep the school aware of anything that could impact my student's safety and ability to be successful

### **Student Agreement: I understand and can:**

- Contribute to a safe environment for myself, my peers, and our school community
- Always try my best and have a growth mindset
- Seek additional support from advisors, teachers, administrators, counselors, or parents/guardians when I need it
- Complete and return assignments to the best of my ability
- Follow all school rules, be on time, and adhere to the dress code and electronics policy

- Only use my cell phone or electronics before and after school, or with teacher permission

**Advisor/Teacher Agreement: I understand and can:**

- Work with the community to provide a safe environment that allows for positive communication between home and school
- Be your student's point person and advocate if they are in my advisory
- Provide high quality instruction, interventions, and support for all students
- Encourage students and families by providing information about progress, growth areas and success
- Grade assignments within a reasonable time frame to provide adequate feedback to students and families about their progress in my class

**Administrator Agreement: I understand and can:**

- Work with the community to provide a safe environment that allows for positive communication between the teachers, parents and student
- Encourage teachers to regularly provide academic intervention strategies and homework assignments that will reinforce instruction
- Provide resources to support the academic program and a college going culture
- Provide opportunities for parents to volunteer and participate
- Hold parent/ teacher conferences at the school twice a year to discuss school/ parent/ student agreements as it relates to their student's growth in the Spartan Community.

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# WELCOME!

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We would like to welcome all new and returning families to Impact Academy, where we are dedicated to creating a powerful, engaging learning environment that prepares and inspires ALL students to enter, succeed in, and graduate from college.

In our Middle Grades, we build a community where we love learning, crave excellence, and access our agency. By the time our students enter Impact Academy's high school and graduate, they will have: the knowledge and academic skills necessary for success in college; mastery of leadership skills necessary for responsible, active citizenship; artistic and technological skills necessary for success in the 21<sup>st</sup> century workplace.

The Impact Academy community has attracted some of the best teachers in California. We have an incredibly talented staff that is eager to support and educate your child.

We are grateful that our parent and student community is very strong, and we are inspired by our community's ability to roll-up our sleeves and do whatever it takes to support our school. Please continue to get involved—the stronger our partnership, the stronger our students will become!

This handbook is intended to inform families of Impact Academy's policies and procedures. Please review the handbook closely with your child, sign the Acknowledgement and Commitment Forms and **return them to your student's advisor.**

If you have questions, concerns or comments, please do not hesitate to contact us! We can be reached at 510-300-1560 (high school) or 510-266-0532 (middle school).

We look forward to working with you this year!

## Mission


<p style="text-align: center;"><b>Middle Grades</b> <i>Mission</i></p>	<p style="text-align: center;"><b>High School</b> <i>Mission</i></p>
<p style="text-align: center;">“We love learning, crave excellence, and access our agency so we ALL become leaders in our community, college, and careers.”</p>	<p style="text-align: center;">“Our mission is to prepare and inspire ALL students to enter, succeed in, and graduate from college.”</p>

## Our Purpose

Justice, prosperity, and democracy require that all students, and especially socio-economically disadvantaged students, succeed in high school and college. Only 12% of California’s First Generation College Bound (FGCB) urban high school students receive a four-year college degree. Impact Academy is committed to transforming the high school experience so that ALL of our students graduate from high school with the knowledge, leadership skills, and confidence to graduate from a four-year college. **OUR MISSION IS TO TRANSFORM THE LIVES OF STUDENTS – ESPECIALLY THOSE WHO WILL BE FIRST IN THEIR FAMILIES TO ATTEND COLLEGE – BY PREPARING THEM FOR SUCCESS IN COLLEGE, CAREER, AND LIFE.**


## Our Method: The Envision Schools Educational Model

### ENVISION'S CORE VALUES




**HIGH EXPECTATIONS**

We believe that if we set high expectations for ourselves, our team, and our students, then we will achieve breakthrough results.




**TEAM**

We believe that collegiality and collaboration create community and richer solutions and that only by working together can we fully achieve our mission.




**EQUITY**

We believe in examining our biases, removing the predictability of success that correlates with race and other aspects of identity, and creating inclusive environments.



**PERSISTENCE**

We believe that the path toward accomplishing our vision is challenging, so we innovate, honor our commitments, and never give up.



**LEARNING**

We believe in the power of learning and that by consistently examining both our successes and our failures we become smarter and stronger.



## Envision Education’s Anti Racist and Pro-Black Stance

At Envision, We are committed to meeting and living out our mission by creating anti-racist, pro-Black schools that honor our students’ experiences, recognize their brilliance, and empower them on their journey. We have made an explicit commitment to becoming an exemplar network of schools with an instructional and cultural vision rooted in an anti-racist and pro-Black vision. In doing so, we work to frequently and consistently take responsibility for and challenge our own racism, as individuals and as an organization, in order to design antiracist solutions throughout our network.

### Our Graduate Profile

**Vision of an Envision Graduate:** Graduates from Envision are lifelong learners who problem solve society’s greatest challenges by exercising college and career skills alongside core competencies (critical thinking, leadership, criticality, knowledge (and love) of self and land, collectivism, and self-determination) so that the generations to come benefit from environmentally and culturally sustaining practices.

<p><b>KNOWLEDGE</b> </p> <p><b>&amp; LOVE OF SELF &amp; LAND</b></p> <p><b>Study</b> and <b>honor</b> cultural identities, histories, and relationships of the land, community, and society</p> <p><b>Analyze</b> my own and other’s identities, stories, and actions to identify their strengths and influence</p> <p><b>Demonstrate</b> the ability to express pride, confidence and healthy self-esteem without denying the value and dignity of others around me</p>	<p><b>Demonstrate</b> multiple approaches to solve a problem, answer a question, or meet a challenge as a group</p> <p><b>Lead</b> to achieve a desired group outcome</p> <p></p> <p><b>COLLECTIVISM</b></p>	<p> <b>SELF DETERMINATION</b></p> <p><b>Analyze</b> evidence and <b>justify</b> (explain) my decisions</p> <p><b>Apply</b> self directed learning for a desired outcome</p> <p><b>Evaluate</b> (examine information) the strengths and areas of growth in myself</p>
<p> <b>CRITICAL THINKING</b></p> <p><b>Break down</b> a problem, text, concept, process, or argument into smaller parts, and explain them</p> <p><b>Ask questions</b> that push my thinking and classmates’ thinking</p> <p><b>Generate</b> reasonable claims using relevant, credible evidence</p>	<p><b>Actively listen</b> to others and their opinions with an open mind even if I may disagree</p> <p><b>Support</b> classmates when we need help with academic work or personal challenges</p> <p><b>Create</b> original art, writing, presentations, or solutions about a topic, problem, text, or concept</p> <p><b>Accurately use</b> academic, professional, vocabulary and language to support my audience’s understanding of ideas and viewpoints</p> <p> <b>LEADERSHIP</b></p>	<p><b>CRITICALITY</b> </p> <p><b>Read, write, think and speak,</b> to understand power, equity, and anti-oppression</p> <p><b>Analyze</b> root causes of issues within the community and analyze the impact of social justice actions</p> <p><b>Develop</b> and implement a plan/action that <b>includes</b> those most impacted</p>






## Our Instruction

We want our students to go beyond knowing...to doing, and then reflecting.

<b>Middle Grades</b> <i>Know, Do, Reflect</i>	<b>High School</b> <i>Know, Do, Reflect</i>
<p>1. KNOW</p> <ul style="list-style-type: none"> <li>● Build competency in English and Math</li> <li>● Master grade-level standards at an individualized pace</li> <li>● Personalized instruction through web-based instruction</li> <li>● Show proficiency on the California Assessment of Student Performance &amp; Progress exam.</li> </ul> <p>2. DO</p> <ul style="list-style-type: none"> <li>● Engage in deeper learning project based learning activities and exhibitions in Humanities, STEM, Physical Activities, and Art.</li> <li>● Use core competencies required to perform the role of a college student: inquiry, critical thinking, agency, and collaborating productively.</li> </ul> <p>3. REFLECT</p> <ul style="list-style-type: none"> <li>● Recognize and defend growth, accomplishments and successes as well as areas of future growth and development.</li> <li>● Revise work to proficiency based on feedback from teachers and peers in preparation for 8th Grade Promotion Portfolio defense.</li> </ul>	<p>1. KNOW</p> <ul style="list-style-type: none"> <li>● Master academic subjects</li> <li>● Meet the University of California’s A-G Requirements.</li> <li>● Show proficiency on the California Assessment of Student Performance &amp; Progress exam.</li> <li>● Perform successfully on college entrance exams.</li> </ul> <p>2. DO</p> <ul style="list-style-type: none"> <li>● Use core competencies required to perform the role of a college student: inquiry, analysis, research, and creative expression in core content areas.</li> <li>● Use our Graduate Profile Competencies: Leadership, Criticality, Critical Thinking, Collectivism, Self-Determination, Knowledge and Love of Self and Land.</li> </ul> <p>3. REFLECT</p> <ul style="list-style-type: none"> <li>● Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development.</li> <li>● Revise work to proficiency based on feedback from teachers and peers.</li> </ul>

## Community Agreements

Rather than a long list of rules to govern our interactions, members of the Impact Academy Learning Community, students, staff, parents, and members of our broader adult community (e.g., volunteers, mentors, guests, etc.) agree to the following guidelines:

Middle Grades <i>Community Agreements</i>	High School <i>Community Agreements</i>
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="width: 100%; background-color: #4a7ebb; color: white; padding: 5px; text-align: center; font-weight: bold;">AGENCY</div> <div style="width: 100%; text-align: center; padding: 5px;"> <p><b>WE WORK IN TEAMS TO GROW AS LEADERS.</b></p>  </div> <div style="width: 100%; background-color: #4a7ebb; color: white; padding: 5px; text-align: center; font-weight: bold;">COMMUNITY</div> <div style="width: 100%; text-align: center; padding: 5px;"> <p>We support and include each other in the community.</p>  <p><small>You can do this! We got your back!</small></p> </div> <div style="width: 100%; background-color: #4a7ebb; color: white; padding: 5px; text-align: center; font-weight: bold;">RESPECT</div> <div style="width: 100%; text-align: center; padding: 5px;"> <p>No matter what, we respect each other for who we are.</p>  </div> </div> <div style="width: 100%; background-color: #4a7ebb; color: white; padding: 5px; text-align: center; font-weight: bold;">GROWTH MINDSET</div> <div style="width: 100%; text-align: center; padding: 5px;"> <p>We empower each other to try our best and grow from our mistakes.</p>  </div> <div style="width: 100%; background-color: #4a7ebb; color: white; padding: 5px; text-align: center; font-weight: bold;">JOY</div> <div style="width: 100%; text-align: center; padding: 5px;"> <p>We motivate our peers to spread positivity!</p>  </div>	<p>We show <b>RESPECT</b></p> <p>We uplift our <b>COMMUNITY</b></p> <p>We practice <b>JOY</b></p> <p>We strive for <b>GROWTH</b></p> <p>We access our <b>AGENCY</b></p>

High School Bell Schedule:

<b>24/25 IAHS Bell Schedule</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<i>Breakfast</i> 7:45-8:30	<i>Breakfast</i> 7:45-8:30	<i>Breakfast</i> 7:45-8:30	<i>Breakfast</i> 7:45-8:30	<i>Breakfast</i> 7:45-8:30
<i>Period 1</i> 8:40 - 9:50	<i>Period 5</i> 8:40 - 9:50	<i>Period 1</i> 8:40 - 10:25	<i>Period 3</i> 8:40 - 10:25	<i>Period 1</i> 8:40 - 9:50
<i>Advisory</i> 9:55 - 10:25	<i>Advisory</i> 9:55 - 10:25			<i>Advisory</i> 9:55 - 10:25
<i>Break 10:25 - 10:30</i>	<i>Break 10:25 - 10:30</i>	<i>Advisory</i> 10:30 - 11:10	<i>Advisory</i> 10:30 - 11:10	<i>Break 10:25 - 10:30</i>
<i>Period 2</i> 10:35 - 11:45	<i>Period 4</i> 10:35 - 11:45			<i>Break 11:10 - 11:15</i>
<i>Period 3</i> 11:50 - 1:00	<i>Period 3</i> 11:50 - 1:00	<i>Period 2</i> 11:20 - 1:05	<i>Period 4</i> 11:20 - 1:05	<i>Period 3</i> 11:50 - 1:00
<i>Lunch</i> 1:00 - 1:30	<i>Lunch</i> 1:00 - 1:30	<i>Lunch</i> 1:05 - 1:35	<i>Lunch</i> 1:05 - 1:35	<i>Lunch</i> 1:00 - 1:30
<i>Period 4</i> 1:35 - 2:45	<i>Period 2</i> 1:35 - 2:45	<b>Staff PD</b> 1:45 - 4:45	<i>Graduate Profile Lab</i> 1:40 - 2:10	<i>Period 4</i> 1:35 - 2:45
<i>Period 5</i> 2:50 - 4:00	<i>Period 1</i> 2:50 - 4:00		<i>Period 5</i> 2:15 - 4:00	<i>Period 5</i> 2:50 - 4:00



**Middle School Bell Schedule:**

IAMG Bell Schedule 2024-2025				
Monday	Monday	Wednesday	Thursday	Friday
8:30-9:25 Period 1 55 min	8:30-9:25 Period 1 55 min	8:30-10:00 Period 1 90 min	8:30-10:00 Period 3 90 min	8:30-9:25 Period 1 55 min
9:30 - 10:25 Period 2	9:30 - 10:25 Period 2	10:00-10:10 Break	10:00-10:15 Break	9:30 - 10:25 Period 2
10:30-11:25 Period 3	10:30-11:25 Period 3	10:10-11:40 Period 2	10:10-11:40 Period 4	10:30-11:25 Period 3
11:25-11:55 Lunch 30 min	11:25-11:55 Lunch 30 min	11:45 - 12:45 Super Advisory	11:40-12:25 Club Lunch 45min	11:25-11:55 Lunch 30 min
12:00-12:55 Period 4	12:00-12:55 Period 4	Lunch 12:45-1:30	12:30-2:00 Period 5	12:00-12:55 Period 4
1:00-1:40 Advisory	1:00-1:40 Advisory	1:30-4:30 Staff Professional Learning	2:00-2:10 Break	1:00-1:40 Advisory
1:40-1:50 Break	1:40-1:50 Break			1:40-1:50 Break
1:50-2:45 Period 5	1:50-2:45 Period 5		2:10-3:45 Period 6	1:50-2:45 Period 5
2:50-3:45 Period 6	2:50-3:45 Period 6			2:50-3:45 Period 6

# SCHOOL CONTACT

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## School Contact Information

2560 Darwin Street, Hayward, CA 94545

[info@es-impact.org](mailto:info@es-impact.org)

High School Phone (510) 300-1560

Middle School Phone (510) 266-0532

## School to Home Communication

At Impact Academy we do everything we can to see that the families of our students are well informed of all events and activities at the school. We send email newsletters once a month with announcements, activities, reminders, volunteer requests, etc., which are posted and distributed in the school office for those who do not have email access. In addition, we have a phone system, School Messenger, that is used to inform parents of upcoming events as well as occasional emergency messages. For access to our communication, it is imperative to keep the school informed of changes regarding student information, including mailing address, email address, and telephone numbers.

## Drop-Off / Pick-Up

Drop-off is in the main, large parking lot on Naples Street. Students will be dropped off in the morning and picked up after school in this main parking lot. Students will not be dropped off or picked up in the small parking lot near the front office, which is reserved for families with scheduled appointments and vendors.

<b>Middle Grades</b> <i>Drop-Off and Pick-up</i>	<b>High School</b> <i>Drop-Off and Pick-up</i>
<p>Our <b>middle grades students</b> may arrive any time after 8:00am, which is when supervision begins.</p> <p><b>All families</b> should drop off and pick up using the back parking lot.</p> <p>No families may use the front parking lot.</p> <p><b>START OF THE DAY DROP-OFF:</b> All students must be in class at 8:40am. If your student is late to school, they must check into the main office first prior to entering class.</p> <p><b>END OF THE DAY PICK-UP:</b> 3:45 pm on Monday, Tuesday, Thursday and Friday. 12:45 pm on</p>	<p>Our <b>high school students</b> may arrive anytime after 8:00 am, which is when supervision begins. Hallways and classrooms are off limits until 8:40 am, unless a student has a 0 Period.</p> <p><b>START OF THE DAY DROP OFF:</b> All students must be in class at 8:40 am. If your student is late to school, they must go straight to class and use the Tardy QR Code to check-in.</p> <p><b>END OF THE DAY PICK-UP:</b> All students who are not in a sport/club, staying back for Restorative Conversations with teachers, or working with a teacher have 15 minutes to leave the campus, be picked-up or take public transportation</p>

Wednesdays. (All students who are not in a sport/club, or working with a teacher have 20 minutes to leave the campus, be picked-up or, take public transportation home.)	home. This is 4:15 pm on Monday, Tuesday, Thursday and Friday. On Wednesdays, students should head home by 1:15 pm.
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## High School Student Drivers

All students who are 16 years of age and have a valid California Driver’s License are allowed to drive to school as a matter of privilege, not a right.

**Students must register their cars** by completing a [registration form](#) (available in the main office) and submitting it to the Vice Principal. All parking is in the staff/student parking lot behind the school. As a courtesy to our neighbors, students will not be allowed to park in the street or front parking lot.

Students should not arrive at school earlier than 8:00am and must leave school 15 min after school ends unless accompanied by an adult, attending office hours, participating in a club or sport, or attending a school sanctioned event. **Students are not permitted to go to their vehicles at any time during the school day unless an administrator grants permission.**

Students who have earned off campus lunch will be allowed to drive their car as long as they have registered their car with the school and have a signed permission slip.

California Law states that once a minor has their provisional Driver’s License, they may drive alone, as long as they do not have any collisions or traffic violations on their driving record. During the first 12 months after they are licensed, a minor cannot drive between 11 p.m. and 5 a.m. and cannot transport passengers under 20 years old, unless accompanied by a California-licensed parent or guardian, a California-licensed driver 25 years old or older, or a licensed or certified driving instructor. When students become 18 years old, the “provisional” part of their Driver’s License ends.

**Exceptions:**

The law allows the following exceptions when reasonable transportation is not available and it is necessary to drive. A signed note explaining the necessity to drive and the date when this driving necessity will end must be kept in your students’ possession.

- Schooling or school-authorized activity. The note must be signed by the school principal, dean, or designee.
- The necessity to drive an immediate family member. A note signed by a parent(s) or legal guardian(s) is required, stating the reason and probable end date of the necessity to drive the immediate family member.

Any student, who violates this privilege in any way, may lose their right to drive to school and/or may be towed at their own expense.

## Closed Campus and Visitors

Students are to stay on campus from the time they arrive at school until they are dismissed. Students leaving campus without permission will be subject to appropriate school discipline (see Student Discipline Section). At times, high school students are allowed to go to “off campus lunch.” Parents and guardians will be notified of these dates, and must sign the appropriate permission slips. All school rules apply.

The Middle Grades campus is off limits to Impact Academy high school students and vice versa when school is in session. In addition, middle grade students should only access the High School Campus in the Community Room during lunch and community meeting. Students will be able to use the shared facilities of the basketball court and soccer field during separate, supervised lunch periods during the day.

Guest-students, siblings, friends and other relatives may not attend class if they are not enrolled. Parents/Guardians and all visitors must check in at the front office and receive a visitor’s pass prior to entering the school. **Food Delivery services are prohibited.** Food delivery will be kept/held in the office until the end of the day. Visitors who do not comply with school policies will be asked to leave.

## Contacting Students at School

If you have an emergency at home, please call the office and we will get your child out of class. However, please consider the fact that we try not to interrupt classes in session and that we do not have the resources to serve as a message center for students. For this reason, we request that you not ask us to deliver messages to students except in emergencies. Family members should not expect students to answer their cell phones or return text messages during school hours. This is prohibited.

If students need to make a phone call home during school hours, they can check in with the main office and use the school phone. They should never use a classroom or cell phone for this purpose, unless in the office.

## ATTENDANCE

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Impact Academy is a public school and is funded largely by student attendance. When a student is not at school (regardless of the reason), it is an unfunded absence. While we recognize that there are legitimate reasons to miss school such as illness and bereavement, we encourage our students to be in school at all times so they can meet their full academic potential while attending Impact Academy.

Attendance will be taken electronically during the first five minutes of every period. If a student is not in class and the office cannot determine a reason for the absence, the student’s guardian will be called.



**REPORTING AN ABSENCE: When a student will not be in school, the office must be notified before 9am. Please contact the main office at 510-300-1560 (high school) or 510-266-0532 (middle school) to report the absence.**

**Reporting an Absence Online go to: <https://tinyurl.com/55az8zyd>**

**A doctor's note must be turned in for absences of more than three consecutive days. Parents/Guardians must clear absences within 24 hours immediately following an absence. After this or 11 days of illness per semester, the absence will remain unexcused.**

Students who are absent three days in one quarter without an excuse will receive a truancy letter. Multiple truancy letters can result in not attending school culture events (i.e. spirit week, prom etc.), court fines, loss of driving privileges, and disenrollment from Impact Academy.

<b>Excused Absences</b>	<b>Unexcused Absences</b>
Illness	Unverified absences
Medical/Dental Appointments	Late arrival over 30 minutes
Funeral services	Leaving campus without permission
Immunization	Personal reasons
Religious holidays	Vacation
Court appearances	Cutting class
Cultural ceremonies/events	
Quarantine under direction of school	

Parents will be contacted in the event there is an excused or unexcused absence. All absences will be indicated on the semester report cards.

Students who demonstrate perfect attendance will be recognized at Community Celebrations throughout the school year!

### **Medical, Dental Appointments for Early Release**

To ensure the safety of our students, please follow our system for pick-ups during the school day:

1) Students are expected to make routine medical or other appointments before or after school hours. Keep in mind that Wednesday is a minimum day, and therefore Wednesday afternoons are the best times to make medical appointments. In the event that this is not possible parents or guardians must phone, email, or send a note to the school office before students may leave the school grounds. If a student leaves campus without checking out with the office, the absence is considered ditching and cannot be excused. Parent / Student needs to provide Doctor note for excused absences.

2) Send a note with your student to school excusing them from class at your agreed upon time, so we do not have to interrupt the class. Your student must wait in the office at your agreed upon meeting time for you to collect him or her. **NOTE:** You must come to the office to sign in and out for your child.

3) When students are returning from such appointments, they must check back in at the office before going to class. In order to excuse the absence, a doctor's note must be provided.

## SARB and SART Attendance Review Procedures

Students who are absent for more than 10% of school days and/or who are Tardy Truant (late to school by 30 minutes or more) more than 10% of school days will be entered into Impact Academy's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process. Data will be reviewed on a monthly basis. The process is described below:

1. Phone Call/Postcard Home Notification
2. Letter 1 Notification
3. Letter 2 Notification
4. Supportive Attendance Meeting (SAM)
5. Attendance Review Meeting (ARM)
6. Letter 3 Notification
7. Tier 3 Meeting with SARB Preview
8. Final Attendance Review Meeting (FARM)
9. SARB Referral for Disenrollment

For any students who do not meet the attendance goals agreed upon during SART and/or SARB meetings, Impact Academy and Envision Education may make a report to the Truancy Officers with Alameda County.

# STUDENT HEALTH AND WELFARE

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## Meal Services

Impact Academy provides breakfast and lunch daily to all students for free. Our Meal Provider will be Revolution Foods. In order to provide Free Food for all Students we need 100% participation from our families in completing the MFIF form.

- We are encouraging all families to complete an MFIF online. Online applications are accessed via:
  - URL - [Complete application here](#)
  - [tinyurl.com/ImpactMFIF](https://tinyurl.com/ImpactMFIF)
- Our **goal is 95% completion rate** at each school site. Our FRL% is important in determining Title 1 and other funding, and for setting our reimbursement percentage. Paper applications

are available on request and encourage submitting an online application (it's easier to complete than the paper one and is available in Spanish and English).

Middle Grades	High School
<p style="text-align: center;"><i>Breakfast</i></p> <p>Free for all students</p> <p style="text-align: center;"><i>Lunch</i></p> <p>Free for all students</p> <p>Students are welcome to eat at the tables in the courtyard or by the basketball courts. After they eat, they can spend time in three areas: the field, the courtyard, or the basketball court.</p> <p>Food delivery is prohibited. Food deliveries will be held in the front office for students to pick up after school.</p> <p>During lunch students may not enter the High School campus, and should not gather outside of High School classrooms.</p>	<p style="text-align: center;"><i>Breakfast</i></p> <p>Free for all students.</p> <p style="text-align: center;"><i>Lunch</i></p> <p>Free for all students.</p> <p>After they eat, they can spend time in three areas: the field, the, the courtyard, or the basketball court.</p> <p>Food delivery is prohibited. Food deliveries will be held in the front office for students to pick up after school.</p> <p>To facilitate a cohesive and safe school community during lunch, students should not be in the hallways, the front of the school, or the parking lot. Students may not enter the Middle Grades campus, and should not gather outside of Middle Grades classrooms. Students who are permitted to leave the campus for lunch must represent the school by adhering to all codes of discipline. Complaints to the front office staff will result in a referral to admin.</p>

### Emergency Contact Forms

Each student must have an Emergency Card, available in the registration or re-enrollment online packet, completed by his/her parent/guardian. The form will be kept on file in the school office. The Emergency Form includes the following information:

- 1) Parent/Guardian complete names, address, and home telephone number.
- 2) Parent/Guardian work telephone numbers and cell numbers
- 3) The name, address, telephone numbers of another adult who can be called in an emergency when a parent cannot be reached.
- 4) Medical alert information.

Please keep this information updated throughout the year to assist us in helping your children! Parents and Guardians can update this information with their PowerSchool account.

## Medications and First Aid at School

Whenever possible or necessary, guardians will be notified if a student requests an ice pack or has another health related request.

Whenever possible or necessary, medication should be given at home. However, if your child needs to take medication during school hours, the school requires the following:

- 1) The parent/guardian must complete the Medication Form completed by the Health Care Provider. This form must be filled out each year.
- 2) The parent/guardian must bring all medication in its original container to the school for dispensing. (The medication cannot be brought to school in old or odd bottles, plastic bags, foil or envelopes.) Please remember to pick up your child's medication at the end of the school year.
- 3) Except with written permission, students may not keep medication in their backpacks, desks or clothing.
- 4) Students needing Epi-pen for allergic reactions, inhalers for the treatment for asthma, or insulin for students with diabetes *may* be allowed to keep medication in their backpacks, desks or clothing if the parent and the physician have filled out and signed the above form.

It is also advised that the parents and physician fill out the School Asthma Action Plan and/or the Food Allergy Action Plan for students with either of these conditions.

All forms are available in the school office.

## Emergency Preparedness

An Emergency Action Plan for all Envision Schools governs what happens at Impact Academy in the event of an emergency. The objective of the plan is to provide effective action to minimize injuries and loss of life among students and school personnel in case of disaster during school hours. The school principal, working in cooperation with county disaster officials, will make decisions and determine actions within the framework of student and employee safety.

### **Emergency Procedures:**

All students are to remain on campus. Based on the nature of the emergency, they will be instructed to:

1. Stand by (stay where they are)
2. Take cover
3. Evacuate buildings and assemble, with instructors, in prearranged areas. Evacuation routes are posted in each classroom. **Under no circumstances will teachers release their students unless given directions to do so by the Principal.** Any adult calling for a student will be required to identify him/herself to an assigned staff member before being allowed to take a student out of school.

# ACADEMICS

## Grading

### Middle Grades: Grading

At Impact Academy Middle Grades, students are graded based on standards in each class.

- **Standards Grade**

- For each assignment students complete, they will be graded on whether or not they met the standard connected to the assignment. Scores appear in the grade book as a number 0-4 (see below). Advisory is a P (Pass) or NP (No Pass).

Middle Grades Grading Scale:

Grading Scale	
Numeric Value	Description
4	Exceeded Standard
3.5	Met Standard
3	Met Standard
2.5	Nearly Met Standard
2	Nearly Met Standard
1.5	Approaching Standard
1	Approaching Standard
0.5	Not Met Standard
0	Not Met Standard

### High School: Grading

All of the required courses at Impact Academy in our high school, grades 9-12, result in the acquisition of 230 Credit Units and are graded as follows:

Numeric Value	Rubric Descriptor	Grade Points	Letter Grade	Powerschool Percentage
4	Advanced	4	A	100%
3	Proficient	3	B	70%
2	Developing	2	C	50%
1	Emerging	1	N.C	30%
M	Work is missing	0	NC	0
NC	Insufficient Evidence of Growth	0	NC	0

All courses are 5 credit units per semester with the exception of Grad Portfolio Lab and 9th/10th grade Advisory which are 2.5 credits per semester. These courses are the only ones in which students will be graded on a Pass/No Credit basis.

Students who earn an N.C or an NC for any semester, of any course will be required to make up that

semester either during summer school or the subsequent school year with the exception of Advisory and Grad Profile Lab.

Students and families will see grades in PowerSchool reflecting the above grading scale. Students and families should check their course grades regularly and communicate with the students' advisor as needed.

## High School Graduation Requirements

### 1. Create, present, and pass their Benchmark Defense at the end of their 10th grade and their Capstone Defense at the end of 12<sup>th</sup> grade.

Mastery of the six Envision Schools Graduate Profile Competencies

- Knowledge (and Love) of Self and Land
- Collectivism
- Criticality
- Self-Determination
- Leadership
- Critical Thinking

### 2. Successfully complete University of California and California State University minimum A-G subject requirements:

- English – 4 years
- Mathematics – 3 years (*4 years recommended*)
- Science – 2 years (*3 years recommended*)
- History/Social Science – 2 years (*3 years recommended*)
- World Language – 2 years
- Visual Arts and Technology – 1 year
- College Prep Elective – 1 year

### 3. Demonstrate college and workplace readiness:

- Successful completion of hour requirement in 11<sup>th</sup> and 12<sup>th</sup> grade WLE Pass the WLE presentation in 11<sup>th</sup> and/or 12<sup>th</sup> grade (may be waived this year for 12<sup>th</sup> graders)
- Apply to at least 1 college, university, or post-secondary program
- Complete and Submit the FAFSA (Free Application for Federal Student Aid)

## Middle School Promotion Requirements

### Middle Grades: Promotion Requirements

Middle Grades students must meet adequate progress in their courses to advance to the next grade level.

By the end of the year if a student has 2 or more grades of 1.5 or lower, they will attend summer school.

By the end of the year if a student has 3 or more grades of 1.5 or lower, they may repeat the grade level and will not participate in the promotion ceremony if the student is an 8th grader. Students with 3 or more grades of 1.5 or lower will have admin/family meetings after each report card is sent home to document expectations and consequences. (If the student has a 504 or IEP, the team will meet to document next steps.)

If an 8th grader has not passed their 8th grade portfolio defense by the Monday of the last week of school, they may repeat the grade level and will not participate in the promotion ceremony. (If the student has a 504 or IEP, the team will meet to document next steps.)

## High School Promotion Requirements

Students in the high school must pass their required A-G courses in order to graduate from Impact Academy. In order to accomplish this, students must pass their classes with a grade of C- or higher.

If a student earns an NC in a semester class they will be required to make up the credits during Summer School or the subsequent school year in order to stay on track for graduation. If a student in the 9th or 10th grade earns 6 or more NC's during the school year they may be retained in their current grade level for the following school year. If a student in the 11th or 12th grade earns 4 or more NC's during the school year, they may be retained in their current grade level for the following school year (If the student has a 504 plan or an IEP, the team will meet to determine next steps).

In addition, all 10th grade students must pass their Benchmark Defense in order to be promoted to the 11th grade. All 12th grade students must pass their Capstone Defense in order to graduate. All students who do not pass by the Monday of the last week of school will need to attend Defense Bootcamp week during the summer. 12th graders will not be allowed to participate in the graduation ceremony. 12th graders will receive their diploma once they have passed their Capstone Defense (If the student has a 504 plan or an IEP, the team will meet to determine next steps).

At Impact Academy, we take pride in celebrating our seniors and their accomplishments at graduation. However, maintaining a positive and respectful school environment is crucial to our community's success. As such, any 12th grader who violates the Code of Conduct and causes significant harm to our school community may forfeit the privilege of participating in the graduation ceremony. This policy underscores our commitment to upholding the values of respect, responsibility, and integrity. We encourage all students to demonstrate these values as they approach this important milestone.

## Exhibitions, Benchmark Defense and Capstone Defense

### **Middle Grades Exhibitions:**

Students will continue to have the opportunity to present in school-wide exhibitions of learning at the teachers' discretion. Students may be required to participate in day or evening exhibitions for their classes in which students present projects from their classes to the community. For exhibitions,

student attendance and dress code is mandatory. Absence and failure to meet dress code will negatively affect grades.

Based on the high stakes nature of these exhibitions, it is important that families become community members and participate in the dialogue of the students, the faculty, alumni, and friends in the Envisions Schools network in reference to academic achievement by attending and supporting the exhibition process.

### **Middle Grades: 8th Grade Portfolio Defense**

For promotion from 8th to 9th grade, students must successfully pass their 8th Grade Portfolio Defense. During their Portfolio defense, 8th graders make an individual presentation to their advisor and family members to demonstrate development of graduate profile core competencies and growth.

### **High School Exhibitions:**

Students will continue to have the opportunity to present in school-wide exhibitions of learning at the teachers' discretion. Benchmark Portfolio Defense in the 10<sup>th</sup> grade, and Capstone Portfolio Defense in the 12<sup>th</sup> grade are considered "exhibitions." Student attendance is mandatory. Absence will negatively affect grades or ability to move to the next grade or graduate.

In order to be promoted to the Upper Division/11th grade, each 10<sup>th</sup> grade student (regardless of transfer status) must successfully complete and pass a Benchmark Portfolio Defense presentation at the end of the year. In order to graduate from Impact Academy, each 12<sup>th</sup> grade student must successfully complete and pass the Capstone Portfolio Defense.

Based on the high stakes nature of these exhibitions, it is important that families become community members and participate in the dialogue of the students, the faculty, alumni, and friends in the Envisions Schools network in reference to academic achievement by attending and supporting the exhibition process.

### **High School Benchmark and Capstone Defense**

Graduates from Envision are lifelong learners who problem solve society's greatest challenges by exercising college and career skills alongside core competencies (critical thinking, leadership, criticality, knowledge (and love) of self and land, collectivism, and self-determination) so that the generations to come benefit from environmentally and culturally sustaining practices. The Benchmark, which happens in the 10th grade, and Capstone Defense, which happens in the 12th grade, are performance assessments in which students exercise graduate profile competencies with a culminating self-directed learning experience of student interest. This could be tied to a workplace learning experience, community-based experience or an academic endeavor of student choice. Both the Benchmark Defense and Capstone Defense are graduation requirements.

## **Homework and Make-up Work**

Our goal is to prepare students for the expectations they will be asked to meet in college. Each grade level at Impact Academy determines their own policies regarding homework and make-up work in an attempt to meet students at their developmental level and, at the same time, prepare them for college:



Excused Absence: Students will have the number of days they were gone to make up any work. Any assignments that were assigned prior to them being gone are due the day they get back. Please reference the teacher's syllabus for grade level specific policy.

Late Work: Please reference the teacher's syllabus for grade level specific policy.

Unexcused Absence or Tardies: Please reference the teacher's syllabus for grade level specific policy.

## Progress Reports and Transcripts

Impact Academy strives to keep parents/guardians abreast of their student's academic progress and has established regular reporting periods. Parents and students may always check PowerSchool on our website to see updated grades. Progress reports are sent home approximately every 10 weeks. Mid-semester student led conferences are scheduled during which time students review their progress with the parent/guardian and advisor. During the conference, copies of mid-term grade reports are distributed. Official grades are issued at the end of each semester. The transcript includes an academic grade and associated grade point average (GPA).

## Academic Support

**PowerSchool** is our online attendance and grade-keeping tool that allows our faculty and families to quickly and accurately search student records. We encourage families and caregivers to use PowerSchool to check the status of the grades, attendance, and assignments.

## Academic Integrity Policy

Impact Academy takes academic integrity seriously. Plagiarism, the use of Artificial Intelligence sites, (such as ChatGPT and others) and cheating of any kind are not permitted. Students may not look at and/or copy from the test, assignment, or digital work of another person; they may not let anyone look at and/or copy from their own test, assignment, or digital work. Students may not complete the work of another student. Teachers and administrators will enforce the honor code, but it is the responsibility of Impact students to uphold it. By signing the handbook, Impact students make a commitment to completing their own work and maintaining high ethical standards.

*(Reference: Stanford University Honor Code.)*

### **Procedures:**

1. Students will sign the handbook at the beginning of each school year
2. All test papers, quizzes, or assignments will be taken from student(s) violating the policy. This includes students who are suspected of complying as well as any student whose work was potentially copied.
3. Students involved in cheating or plagiarizing will receive a grade of "NC" or zero for the test, quiz, or assignment.
4. Students who believe they have been accused in error may appeal in writing to their grade level admin.

**High School 1<sup>st</sup> Offense** = Student receives a referral and attends a Restorative Conversation

with teacher

**Middle Grades=** Referral, Student Success Team Meeting, restorative consequence

## High School College Counseling

Impact Academy has a full time College Advisor who assists students with high school academic choices and post-high school planning. Students and/or parents/guardians may request an appointment to discuss graduation status, college entrance and placement tests, college and financial aid applications, and career planning.

## High School Work Permit

By California State Law, all students under the age of 18 are required to have a work permit for afterschool and weekend jobs. Permits may be obtained from the California Department of Education website. During the school year, students may work a limited number of hours, determined by their age. A parent's signature is required on the application for a work permit before the permit is issued. Students should check in with the Office Manager for more information. Please allow at least 3 business days for the processing of work permits.

### Work Experience Education Resources:

<http://www.cde.ca.gov/ci/ct/we/weeresources.asp>

### B1-1 (Statement of Intent to Employ) Form:

<http://www.cde.ca.gov/ci/ct/we/documents/b1.pdf>

# STUDENT SUPPORT AND DISCIPLINE

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## Classroom Management Plans

Impact Academy knows that consistency is key in developing positive student behavior. Therefore, every classroom uses the same set of consequences.

### Middle Grades: Classroom Management Plan

- Step 1: Verbal Reminder
- Step 2: Verbal Reminder
- Step 3: Check- In
- Step 4: Restorative Conversation
- Step 5: Referral

### High School: Lower Division (LD) Classroom Management Plan

- Step 1 Verbal Reminder
- Step 2 Verbal Reminder
- Step 3 Check-In

- Step 4 Restorative Conversation
- Step 5 Referral

### **High School: Upper Division (UD) Classroom Management Plan**

- Step 1 Verbal Reminder
- Step 2 Check-In
- Step 3 Restorative Conversation
- Step 4 Referral

*\*Tracked daily: each day is a fresh start*

*\*Steps may be skipped due to egregious behavior*

## **Think Times**

A Think Time is an opportunity for students who need a chance to step outside of class, to go to their advisor's room to think about what's bothering them or getting in the way of their learning. Students will fill out a Think Time sheet. They will have it reviewed and signed by their advisor. Upon returning to their original classroom students will meet with their teacher at the doorway to review the expected behavior and next steps for student success. Ideally, this gives them a chance to grow in terms of processing feelings/emotions.

## **Restorative Conversations**

Students can be assigned a Restorative Conversation for not following the Code of Conduct, for receiving multiple reminders for inappropriate behavior in class, and for other unsafe or inappropriate actions at school.

When a student is asked to attend a Restorative Conversation, it means that they will be required to meet with that teacher to work on repairing whatever harm was caused in class. Restorative Conversations may consist of, for example: practicing the desired behavior, completing an assignment, cleaning or giving back to the campus community in some way, apologizing, or mediation. Students must serve their Restorative Conversation within one week after receiving it. If the student does not attend their Restorative Conversation, the student will receive a referral, and is still expected to serve their Restorative Conversation with the teacher who assigned it. Usually Restorative Conversations take place after school, although sometimes a staff member may hold restorative conversations during lunch, between classes, or before school.

## **Core Values**

### **Respect**

- We respect each other's learning and the learning environment.
- We give respect to all of the people on our campus. If we disagree, we resolve the conflict in a timely conversation.
- We actively listen to one another with an open mind.
- We respect our learning time and our belief in creating strong relationships by keeping all electronics silent and out of view during the school day, except during Library Time. \*
- We consume food/drinks/gum at appropriate times.\*

- We use language that demonstrates academic identity and promotes safety, learning, and growth.\*
- We respect each other's personal space by not engaging in play fighting or public displays of affection.\*

## **Growth**

- We know, model, and exceed expectations. When we know better, we do better.
- We take chances, own our mistakes and use them as opportunities to grow.
- We grow by creating original work and citing sources when referencing the work of others.\*
- We strive to show growth as empathetic members of our community.

## **Joy**

- We celebrate each other's wins and growths.
- We practice positivity in our daily interactions and at school events.
- We look for and create moments of joy and joyful rituals in classrooms and community.

## **Community**

- We lift up and support each other by building relationships.
- We act as upstanders, not bystanders.
- We take proactive steps to keep our community safe.
- We peacefully resolve conflicts and keep our community free from harassment, violence, and bullying- online and in person.
- We take care of our community environment by respecting personal and school property, and putting all trash in the appropriate bins.
- We keep our community members safe by walking on campus and storing skateboards, bikes, scooters, etc. in designated spaces.\*
- We express ourselves through appropriate and safe clothing.\*

## **Agency**

- We make choices that provide access and opportunity.
- We follow through on our commitments.
- We take initiative. We ask for what we need. We do what needs to be done.
- We invest in our futures by refraining from drugs and alcohol.\*
- We show up ready to learn, on time, and prepared.

***\*Please see the following policies for specific information about these expectations and consequences.***

## Code of Conduct

*Our school-wide behavior expectations keep our learning environment safe and rigorous.*

### **Behavior Management Plan:**

1. Hurtful language or Profanity on campus
2. Food/drink in class (water okay)
3. Gum in classroom
4. Play fighting
5. Behaviors that disrupt learning

### **Immediate Referral Behaviors:**

1. Missed Restorative Conversation
2. Drug/Alcohol Possession
3. Off Campus Without Permission
4. Cut Class
5. Refused to give up Electronics
6. Repeated use of vulgar, obscene, offensive language/gestures
7. Threatened/Bullied/Intimidated/Harassed Adult/Student
8. Unsafe Behaviors that Jeopardizes the Safety of Self and Others
9. Vandalism
10. Racial Slurs
11. Academic Integrity

**\*Suspension may occur due to the severity of the situation and Harm circle or restorative work will take place to help students re-enter into the community.**

For additional information on conduct expectations, especially severe behaviors that result in referrals, suspensions, or expulsion, see following sections in the Student Handbook.

## Smoking and Vaping

Smoking is not permitted by anyone on school grounds, including in the parking lot. This pertains to students, staff, family members, friends, community members, and the general public and is a federal mandate. This also includes vaping, vapor products and electronic cigarettes. Violators will be asked to extinguish, submit, or conceal their tobacco products within 100 feet of the campus.

## Food and Drink

To maintain and promote a professional atmosphere, and protect our equipment and facilities, food and drinks will be allowed only during designated eating times and in designated eating locations. There is to be NO food, gum and/or drink (except water) in classrooms. Drinking bottled water is acceptable, except when working with digital technology. Students may eat a snack during passing periods.

## Skateboards/Skates/Rollerblades/Razors

Riding or wearing anything with wheels will not be permitted anywhere on school grounds. Students caught will be given a warning, if it happens again they will have the item(s) confiscated. Confiscated items will be brought to the office and will need to be picked up after school.

## Personal Electronics

Personal electronics of any kind (including but not limited to cell phones, airpods, cameras, bluetooth speakers, airpods, video games, and earbuds) are not permitted during school hours. Appropriate phone and electronic use is permitted for high schoolers during Break and Lunch. We have a no cellphone policy on the middle grades campus. Middle School students may not use personal electronics of any kind during the school day unless a staff member has given permission. Escalated inappropriate use of phones can result in confiscation of the phone. No warnings will be issued in class; cell phones will be confiscated immediately.

### Steps in Class:

1. The first time a cellphone, electronic device, or accessory is visible, it will be confiscated immediately until the end of the class period.
2. The second time a cellphone, electronic device, or accessory is visible, it will be confiscated until the end of the day and released only to a parent, guardian, or an adult associated with the student on PowerSchool.
3. The third time a cellphone, electronic device, or accessory is visible, it will be confiscated until the end of the day, only to be released to a parent, guardian, or an adult associated with the student on PowerSchool. Additionally, the student will be issued a cellphone contract, which requires the student to turn their phone into the office at the beginning of each day.

### Steps Out of Class:

1. The first time a cellphone, device, or accessory is visible outside of class, the student will receive one warning from the admin.
2. The second time a cellphone, device, or accessory is visible outside of class, the admin will confiscate it and will hold it up until the end of the day for student pick-up.
3. The third time a cellphone, device, or accessory is visible outside of class, the admin will hold it up until the end of the day. In addition, the student will be issued a cellphone contract.

***Note: At times teachers or advisors may permit students to use their cell phone for academic purposes, such as listening to music during independent work time, writing down homework, adding calendar items, WLE phone calls, etc.***

If families need to reach their children because of an emergency during class time, they can call the main office at 510-300-1560 for the high school and 510-266-0532 for the middle school. **Parents should not call or text your child during the school day, because the phone will be confiscated if the student is caught using it.**

### Public Displays of Affection

Students will not engage in public displays of affection (PDA) inappropriate for a school campus. This includes piggyback rides, sitting on another’s lap, kissing, and/or excessive body-to-body contact. Students displaying excessive PDA will be given a warning, Restorative Conversation or referral if the behavior continues.

### Tardy Policy

We have seven years to prepare our students for success in college. Therefore, it is essential that students arrive to class on time so that instructional minutes are maximized. It is also imperative to build a culture of consistency around an established academic culture. One of these simple yet critical cultural behaviors is attendance and arriving to class on time.

<b>Middle Grades</b> <i>Tardy Policy</i>	<b>High School</b> <i>Tardy Policy</i>
<p><b>Middle Grades Clocks</b> Our middle grades do not have bells. Students are expected to line up for their next class within the 5 minute passing period. If they are not in class by the time their teacher closes the door, the teacher will mark them tardy.</p> <p><b>Morning Tardies</b> All students who are late in the morning must check in at the front office for a tardy pass, or they will be considered as cutting. Morning tardies are only excused with a doctor’s note on medical office stationery. Late buses are not an excuse. Traffic is not an excuse. If students are late due to their parents, students must find an alternate way to get to school on time. Students who are consistently more than thirty minutes late will receive a Tardy Truant and begin the SARB process.</p> <p><b>Tardies Between Classes</b></p>	<p><b>High School Bells</b> Students receive a 1 minute warning bell before the start of class. A second bell will signal that class has started and students should be in class. If they are not in class, they will be considered tardy, and receive a tardy time.</p> <p><b>Morning Tardies</b> All students who are late in the morning must go straight to the office where they will be marked Tardy. Morning tardies are only excused with a doctor’s note on medical office stationery. Late buses are not an excuse. Traffic is not an excuse. If students are late due to their parents, students must find an alternate way to get to school on time. Six or more morning truant tardies will result in a Tardy Time. If a student is tardy in the morning, the student’s guardian will be contacted. Students will serve Tardy Time for any unexcused tardies. Students who are consistently more than thirty minutes late</p>

<p>Students who are late for other periods of the day will be marked tardy by their teacher. Tardies between classes are only excused with a note from a staff member. Students who are consistently late between classes will have an Admin/Student/Parent/advisor conference and be placed on a contract to support in this area of growth.</p>	<p>will receive a Tardy Truant and begin the SARB process.</p> <p><b>Tardies Between Classes</b> Students who are late for other periods of the day will be marked tardy by their teacher. Tardies between classes are only excused with a note from a staff member. Unexcused tardies will result in a Tardy Time.</p> <p><b>High School Tardy Time</b> Students are required to check their attendance weekly to ensure that they are making up any lost class time. Failure to serve Tardy Times will result in a referral.</p>
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★ **High School Tardy Policy for 10+ unexcused absences/6+ tardy traunts within a month:**

- *Step 1: Letter/Call Home from Admin*
- *Step 2: Student Serves Tardy Time with Administrator*
- *Step 3: Meeting with Family and Parent Shadow Day*
- *Step 4: In School Suspension*
- *Step 5: Attendance Contract with Family and Student*

**Cutting Class, School, or Work Learning Experience (WLE)**

If a student cuts class, school, or their WLE, they will receive a referral and will be assigned restorative work to make up for the time they missed. A student is considered “cutting ” if they miss more than 20 minutes of class without an excuse. In PowerSchool, if a student never appears to class, it will be marked as an unexcused absence, or, if a student eventually arrives to class but is more than 20 minutes late, it will be marked as Tardy Unexcused (TU). Extended bathroom breaks will be considered cutting .

**Restorative Practices**

“Restorative Practices” is an approach to school culture and discipline that focuses on repairing harm before assigning punishments. Teachers and students who are in conflict have a conversation about how their actions affected each other and what they can do to fix the situation. The method reduces punitive discipline and builds relationships that feed a positive school culture.

Impact Academy strives to use restorative practices whenever appropriate and feasible. We believe that students can learn from mistakes and that the goal of the adults on campus should be to focus on restoring harm caused between community members rather than to dole out punishments.

**Circles in Advisory**



*Adapted from the workbook: "Circle Forward" by Carolyn Boyes-Watson & Kay Pranis*

One of the key aims of our restorative justice program at Impact is to build a sense of community among our students, and between our students and the adults in our school. For cooperative and trusting relationships to best develop, our students need to feel a high level of pride in membership and a high level of respect within our school. At our core, advisory serves as the place where students participate in Circles to begin developing these types of relationships that power a successful restorative community. To belong, each student has to be seen and heard. The Circle process we use in advisory provides the means for everyone to belong and to feel significant under any circumstance. It is our goal that the Circle in advisory will flatten the hierarchy between the various members of our school. We believe that the routine use of Circles first in advisory, and then in other settings such as classrooms and meetings, can ensure a healthy, restorative community at Impact.

### **Guided Discipline**

*Adapted from our workbook: "Circle Forward" by Carolyn Boyes-Watson & Kay Pranis and "Getting Classroom Management Right" by Carol Miller Lieber.*

A trauma-sensitive learning environment is one in which each student can feel appreciated and cared for by adults in the school, while being held to clearly articulated high standards for behavior that are reinforced through positive interventions and relationships. Our goal is to help all students become more self-disciplined both in and outside of class. Instead of focusing on punishing students, we aim to model, teach, and practice desired behaviors with students.

Restorative conversations are our primary system to model, teach, and practice desired behaviors with our students. When a student receives a Restorative Conversation, they will also complete a reflection form that guides them through the process of:

1. Taking responsibility for their behavior
2. Acknowledging how their behavior affects others
3. Carrying out an accountable consequence
4. Practicing how to change their behavior next time

### **Repairing Harm**

*Adapted from the workbook: "Circle Forward" by Carolyn Boyes-Watson & Kay Pranis*

If a member of our community causes a serious harm (one resulting in substantial physical or emotional damage), our administration will respond in a manner that ensures safety for all students, and provides an opportunity for the people involved to express their needs. The Circle is a process that seeks to attend to the whole person and to provide space for emotional, social, and moral development alongside the consequences required by our local and state policies. We believe that in addition to being held accountable to these consequences, our students can restore their place in our community, repair harms done or experienced, and learn valuable skills necessary for handling conflict in a more peaceful and productive manner in the future.

## **Vandalism of Computers, School Property, or School Furniture**

- **1<sup>st</sup> Offense\*** = Referral or Restorative Conversation (depending on the severity) and Restorative Community Work

- **2nd Offense** = Referral and modification of technology privileges for the remainder of the quarter and Restorative Community Work.
- **All Subsequent Offenses** = Referral and Admin, Advisor, Parent/Guardian, Student, Conference with creation of a Technology Behavior Plan
- **\*NOTE:** Causing or attempting to cause damage to school property or private property, may result in immediate suspension.

## Alcohol and Drug Policy

*The following applies from the moment a student leaves home for school, is at school, and travels home from school.*

Possession, sale, distribution or use of any alcoholic beverage, controlled substance, imitation controlled substance, marijuana, or tobacco on school property, at your internship, or any school-related event is cause for immediate removal from the class or activity and referral to the administration.

### Self -Disclosure Policy

Available for first offense only for middle grades or high school career.

Self-disclosure exists for students willing to admit their violation of the Alcohol and Drug Policy and move forward on the path toward Restorative Conversation of full privileges in the IA community.

A student who by him/herself or together with his/her parent or legal guardian voluntarily discloses their violation of the Alcohol and Drug Policy to the Administration before they are caught will be subject to the following consequences:

- a. Must complete parent meeting
- b. Must complete assessment and start intervention plan

*Note: a student who commits a second offense after self-disclosing on their first offense receives the normal second offense consequences.*

### **If student does not self report and appears, smells, or is under the influence of alcohol or drugs:**

1<sup>st</sup> incident: Parents are contacted. Student is suspended based on evidence which requires immediate pick up. Incident is logged in as a referral. Student/family receives a copy of this policy.

2<sup>nd</sup> incident: Parents contacted, the student is immediately suspended (1-3 days), the incident is logged with the California Longitudinal Pupil Achievement Data System (CALPADS) reporting system, and students may be required to attend counseling. A family meeting and a contract will be developed.

3<sup>rd</sup> incident: Parents contacted, the student is immediately suspended (1-3 days), with possible

recommendation to expel, the incident is logged in the CALPADS reporting system.

**If student is in possession of drugs/alcohol/paraphernalia:**

*Note: If the student is in possession of a quantity of drugs greater than reasonable for personal use, and/or possession of paraphernalia for packaging or distributing drugs, the student will be suspended for 5 days and may be recommended for expulsion.*

1<sup>st</sup> incident: Family is contacted and a meeting is required and a behavior contract is developed. Student is suspended (1-3 days), the incident is logged with the CALPADS reporting system. Student/family receives a copy of this policy.

2<sup>nd</sup> incident: Parents are contacted, the student is immediately suspended (1-5 days) with possible recommendation to expel, the incident is logged in the CALPADS reporting system, and recommended for counseling.

3<sup>rd</sup> incident: Recommendation to expel. Parents are contacted, the student is immediately suspended (1-5 days), the incident is logged with the CALPADS reporting system.

## High School Referral Ladder of Interventions

At Impact Academy we use a “Referral Ladder” to ensure consequences for repeated behavior infractions are fair, equitable, and restorative. Admin may move students up or down the referral ladder if students follow through on behavior contracts, counseling, and other interventions that are built into the ladder.

Each time a student gets a referral, the following should take place:

- Admin-student conference
- Opportunity to repair harm to affected individuals
- Referral is logged into Kickboard

*If a student does something illegal, threatening, or dangerous on school grounds, or coming/going from school or school related activities, the student will skip directly to the 5th step, or higher, as warranted by the severity of the behavior.*

<b>1<sup>st</sup></b>	<ul style="list-style-type: none"><li>■ <b>Admin conference</b></li><li>■ Restorative Conversation with staff that wrote referral</li><li>■ Teacher/admin calls home and notifies advisor</li><li>■ Restorative consequence (see “Restorative Practices” on p.32)</li></ul>
	<ul style="list-style-type: none"><li>■ <b>Admin conference</b></li><li>■ Restorative Conversation with staff that wrote referral</li><li>■ Teacher/admin calls home and notifies advisor</li></ul>

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>■ Loss of one game/extra-curricular event/privileges</li> <li>■ Restorative consequence</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>■ <b>Admin conference</b></li> <li>■ Restorative Conversation with staff that wrote referral</li> <li>■ Teacher/admin calls home and notifies advisor</li> <li>■ Loss of two games/extra-curricular events/privileges</li> <li>■ Restorative consequence</li> <li>■ Admin/parent/student conference**</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>■ <b>Admin conference</b></li> <li>■ Restorative Conversation with staff that wrote referral</li> <li>■ Teacher/admin calls home and notifies advisor</li> <li>■ Restorative consequence</li> <li>■ Loss of privileges for quarter**</li> <li>■ Advisor recommends student for counseling**</li> <li>■ In School Restorative Time**</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>■ <b>Admin conference</b></li> <li>■ Restorative Conversation with staff that wrote referral</li> <li>■ Teacher/admin calls home and notifies advisor</li> <li>■ Dismissal from team/extracurricular group/privileges</li> <li>■ Restorative consequence</li> <li>■ Parent/guardian shadow for one day**</li> <li>■ Beginning of SST process by advisor**</li> <li>■ In School Suspension**</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>■ <b>Admin conference</b></li> <li>■ Restorative Conversation with staff that wrote referral</li> <li>■ Teacher/admin calls home and notifies advisor</li> <li>■ Restorative consequence</li> <li>■ Parent conference with student, Advisor, admin to create Behavior Contract**</li> <li>■ Possible suspension</li> </ul>

#### EXCEPTIONS

- Students may skip steps depending on the severity of their behavior and CA Ed. Code.
- Students may be expelled, even if they do not proceed through all the steps.
- Loss of privileges can also include losing the privilege to walk the stage to graduate.
- The Administration may use discretion based on CA Ed. Code to disregard any of these steps

*\*\* indicates where consequence/action may be done sooner if a student is receiving a referral from the same teacher/staff member or for a similar behavior.*

## Middle Grades Referral Ladders of Interventions

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

Each time a student earns a referral, the following could take place:

- a) Teacher or Advisor implements restorative practices in the classroom.
- b) After restorative work has been implemented and the behavior persists, Teacher or Advisor can submit the IAMG Behavior Referral Form for Admin Support.

- c) Admin-student conference
- d) Apology or mediated conversation, as determined by admin.

*If a student does something illegal, threatening, or dangerous on school grounds, or coming/going from school or school related activities, the student will skip directly to the 5th step, and may be suspended or expelled.*

<b>IAMG Referral Ladder of Supports and Consequences</b>	
<b>1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>● <b>Restorative Conversation with staff that wrote referral</b></li> <li>● Teacher calls home with student and notifies advisor</li> <li>● If appropriate, apology to to the community that was harmed</li> </ul>
<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>● <b>Restorative Conversation with staff that wrote referral</b></li> <li>● Teacher calls home with student and notifies advisor</li> <li>● If appropriate, apology to to the community that was harmed</li> </ul>
<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>● <b>Admin /Teacher/Student Conference</b></li> <li>● Restorative Conversation with staff that wrote referral</li> <li>● Teacher will submit an admin referral form</li> <li>● Admin calls home with student and notifies advisor</li> <li>● Loss of one games/extra-curricular events</li> <li>● If appropriate, apology to to the community that was harmed</li> </ul>
<b>4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>● <b>Admin /Teacher/Student Conference</b></li> <li>● Restorative Conversation with staff that wrote referral</li> <li>● Teacher/Admin calls home with student and notifies advisor</li> <li>● If appropriate, apology to to the community that was harmed</li> <li>● Guardian Shadow**</li> <li>● Counseling Referral by Advisor**</li> <li>● Beginning of SST Process by Advisor**</li> </ul>
<b>5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>● <b>Admin Conference</b></li> <li>● Restorative Conversation with staff that wrote referral</li> <li>● Teacher/Admin calls home with student and notifies advisor</li> <li>● Parent/Advisor/Teacher/Student/Admin Conference</li> <li>● If appropriate, public apology to to the community that was harmed</li> <li>● Guardian Shadow OR Home Visit**</li> </ul>
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>● <b>Admin Conference</b></li> <li>● Restorative Conversation with staff that wrote referral</li> <li>● Teacher/admin calls home and notifies advisor</li> <li>● Parent/Admin/Advisor/Student Conference with creation of Behavior Contract**</li> </ul>

#### **EXCEPTIONS**

- Students may skip steps depending on the severity of their behavior and CA Ed. Code.
- Students may be expelled, even if they do not proceed through all the steps.
- The Administration may use discretion based on CA Ed. Code to disregard any of these step

*\*\* indicates where consequence/action may be done sooner if a student is receiving a referral from the same teacher/staff member or for a similar behavior.*

## Bullying Behavior Chart\*

<b>LEVEL ONE</b> (warning/mediation/Restorative Conversation/referral depending on severity)					
<b>Physical Bullying</b> Harm to someone's body or property		<b>Emotional Bullying</b> Harm to someone's self-esteem or feeling of safety (including social media)		<b>Social Bullying</b> Harm to someone's group acceptance (including social media)	
<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>
Expressing physical superiority  Blaming the victim for starting the conflict	Making threatening gestures  Defacing property  Pushing/shoving  Taking small items from others	Insults  Calling names  Teasing about possessions, clothes, and physical appearance	Giving dirty looks  Hand signals and insulting gestures	Gossiping  Spreading rumors  Teasing publicly about clothes, looks, relationships with boys/girls	Ignoring someone and excluding them from a group
<b>LEVEL TWO (some of these behaviors are against the law)</b> (referral & possible suspension)					
<b>Physical Bullying</b> Harm to someone's body or property		<b>Emotional Bullying</b> Harm to someone's self-esteem or feeling of safety (including social media)		<b>Social Bullying</b> Harm to someone's group acceptance (including social media)	
<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>
Threatening physical harm	Damaging property  Stealing  Starting fights  Pushing, tripping, or causing a fall  Assaulting	Insulting family  Harassing with phone calls or texts  Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation	Defacing school work or other personal property, such as clothing, locker, or books	Ostracizing using notes, text messages, social media, etc.  Posting slander in public places (such as writing derogatory comments about someone in the school bathroom or online)	Playing mean tricks to embarrass someone

**LEVEL THREE**  
**(most of these behaviors are against the law)**  
**(referral, suspension & possible move to expulsion)**

<b>Physical Bullying</b> Harm to someone's body or property		<b>Emotional Bullying</b> Harm to someone's self-esteem or feeling of safety (including social media)		<b>Social Bullying</b> Harm to someone's group acceptance (including social media)	
<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>
Making repeated and/or graphic threats (harassing)	Destroying property	Harassing you because of bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation	Destroying personal property, such as clothing, books, jewelry	Enforcing total group exclusion against someone by threatening others if they don't comply	Arranging public humiliation
Practicing extortion (such as taking lunch money)	Setting fires		Writing graffiti with bias against someone's race, color, religion, ethnicity, gender, disability, or sexual orientation		
Threatening to keep someone silent: "If you tell, it will be a lot worse!"	Physical cruelty				
	Repeatedly acting in a violent, threatening manner				
	Assaulting with a weapon				

\*Source: US Department of Education. *Exploring the Nature and Prevention of Bullying*. Washington, DC: Office of Safe & Drug Free Schools.

**Hate Speech**  
**(referral, suspension & possible move to expulsion)**

<b>Physical Bullying</b> Harm to someone's body or property	<b>Emotional Bullying</b> Harm to someone's self-esteem or feeling of safety (including social media)	<b>Social Bullying</b> Harm to someone's group acceptance (including social media)
<b>Examples:</b> <ul style="list-style-type: none"> <li>• Writing a hateful word against a person or group on school property or on the classroom projector.</li> <li>• Writing/sharing hateful messages on social media or anyway in writing.</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Using hateful words towards a community member.</li> <li>• Send hateful messages. (anonymous or not)</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Participating in the use of hateful language towards a specific group or community member.</li> <li>• Engaging in group messages/chats/digital spaces in which hate speech is being used.</li> </ul>
<b>Offensive and Overt Language or Behavior</b> Offensive slur, language, or behavior that may have unintentionally caused harm.		

<b>Highly Offensive and Overt Language or Behavior with the Intent to Harm</b>
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Any highly offensive slur, language, or behavior with clear malicious intent.

*\*Hate Speech- any word, conversation, or gesture (that may or may not result in an act(s) of violence) used to degrade or exclude a community member or a specific group based on various identifiers (e.g. race, gender, religion, etc.).*

## Suspension and Expulsion Policy

When student behavior moves far beyond the Impact Academy Code of Conduct, Envision Schools Suspension and Expulsion Policy will be followed. The following pages spell out the general consequences in line with Envision Schools Suspension and Expulsion Policies and Procedures. For more detailed information, contact the Vice Principal of Student Support.

When dealing with behavior violations, the principal or designee may use their discretion to provide alternatives to suspension or expulsion.

A student may be suspended or recommended for expulsion for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime 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; d) during, going to, or coming from a school-sponsored activity. Students *may* be suspended or recommended for expulsion for any of the following acts when it is determined that the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold 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.
- 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 his or her own prescription products by a pupil.
- 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 Section 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) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) 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 section, "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 his or her own safety or for his or her 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 his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "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:

- a. 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a reasonable student to experience substantial interference with his or her academic performance.
- d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- e. "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:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    1. 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.
    2. Creating a credible impersonation of another actual pupil 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 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.
    3. 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    4. An act of cyber sexual bullying For purposes of this clause, "cyber sexual bullying" means 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 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. For purposes of this clause, "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.

5. 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.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife 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 Executive Director or designee's concurrence.

Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

## GENERAL INFORMATION

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### Athletics

The mission of the Athletics Department is to allow student athletes the opportunity to compete at the highest level in their respective sport. We require our student athletes to be lifetime learners in the classroom and in competition. We expect our student athletes to be exemplary ambassadors of Impact Academy by providing outstanding citizenship on and off campus. Our goal is to promote the growth of character development & leadership training through Spartan Athletics, while providing exciting games and fun for our student body and fans.

All student athletes and families who choose to participate in our Athletics department must abide by the policies outlined in the **"Rules and Regulations for Participation Spartan Athletics Program,"** which contains four sections:

1. Code of Ethics
2. Team Eligibility
3. Equipment and Supplies
4. Agreements

<p style="text-align: center;"><b>Middle Grades</b> <i>Sports</i></p>	<p style="text-align: center;"><b>High School</b> <i>Sports</i></p>
<p>Boy's Soccer Girl's Soccer</p> <p>Girl's Basketball Boy's Basketball</p>	<p>Winter Girls Basketball</p> <p>Spring Girls Soccer Winter Boys Soccer</p>

## Rules and Regulations for Participation Spartan Athletics Program

Any violation of rules will result in the athlete's eligibility suspended pending a review and final determination from the administration. The student-athlete will be ineligible to practice with the team. Student-athlete is unable to travel with the team or to participate in any games or scrimmages. Student-athlete can petition to be reinstated at the conclusion of the season but must gain permission from administration prior to the petition being filed. Any violation may result in separate consequences from the school administration. In addition, the school administration will have the prerogative to declare ineligible any member of a team or their respective parent/guardian who exhibits poor citizenship.

### Athletics PART 1: CODE OF ETHICS

It is the duty of all concerned with athletics to emphasize the proper ideals of sportsmanship, ethical conduct and fair play. Athletes and parents are expected to respect the integrity and judgment of the officials, to show courtesy to the visiting team, and to recognize that an athletic contest is only a game, the purpose of which is to promote the physical, mental, moral, social and emotional well-being of the individual athletes.

#### Athlete's Code

1. I will follow all school rules and procedures while involved in Spartan Athletics; I understand that I represent my school at all times. As stated in the Impact Academy Handbook and Code of Conduct, I will refrain from the use of drugs and alcohol, I will refrain from bringing drugs or alcohol or paraphernalia on school campus, and I will refrain from participating in any gang related activity, and I will refrain from fighting or bullying at school or any school sponsored event.
2. I will emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
3. I will show courtesy to the visiting teams and officials; I will accept the decision of all officials and/or referees.
4. I will understand thoroughly and follow the rules of the game.
5. I will remember that an athletic contest is only a game.

6. I will refrain from the use of profanity or “trash talking”.
7. I will give allegiance to my coach, who is the sole instructional authority for my team. I will discourage fans, fellow students, and parents from undercutting my coach’s authority.
8. I will not criticize my teammates.
9. I will refrain from any activity that may incite spectators.

### **Athletes Parent’s Code**

1. I will emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. I will remember that an athletic contest is only a game.
3. I will show courtesy to visiting teams and officials.
4. I will not address playing time nor dictate playing time to coaching staff.
5. I will not criticize officials, direct abuse or profane language toward them or otherwise undermine their authority.
6. I will not indulge in criticism that would undermine the authority of the coach. I will direct all of my criticism to the proper school administrative authority.
7. I will keep a positive outlook on the school’s athletic program. Constructive criticism for the program will be directed to the Athletics Director or to the school administration.
8. I will request a meeting with Athletics Director if concerns arise regarding operational team practices.
9. I will not enter onto the field or the court, stand on the sidelines, or yell from the bleachers to the coach or provide instructions for my son / daughter or other members of the team.
10. I will comply with team discipline practices that are in line with school policies (i.e. detentions, referrals and suspensions)

### **Athletics Part 2: Team Eligibility**

**In order to be eligible to participate in sports the student must:**

- Be enrolled as a full-time student.
- Must participate in all team practices (unless a student provides a doctor’s excused absence).
- Come to school every day and on time.

**High School Academic ELIGIBILITY TO TRY-OUT:**

Fall Sports and Clubs

- 2.7 from Semester 2 of the previous year

Winter Sports and Clubs

- 2.7 from Semester 2 of the previous year
- 2.7 from Q1

Spring Sports and Clubs

- 2.7 from Semester 1

**High School Academic ELIGIBILITY TO BE ON THE TEAM:**

- No NCs
- Overall GPA should be maintained at a 2.7
- While a team is in season or a club is active, high school students who receive an NC on a

report card or progress report are **ineligible\*** until the student improves the grade to a C- or better, as reflected in the gradebook. Teachers can provide written notification to the Athletics Department 1 day prior to game day, for determination of eligibility.

### **Middle Grades Academic ELIGIBILITY TO BE ON THE TEAM**

- No 0's or 1's Grades
- While a team is in season or a club is active, students who receive 0's or 1's on any standards or progress grades are **ineligible\*** until the student improves the grade to a C- or better, as reflected in the gradebook. Teachers can provide written notification to the Athletics Department 1 day prior to game day, for determination of eligibility.
- **Ineligible\*** = must attend practices, but will not attend games. These students will not be pulled out of school early.

### **Behavioral Eligibility to be on the team (High School and Middle Grades):**

- During the playing season student-athletes can receive the following consequences for escalating behavior:
  - 1<sup>st</sup> referral = coach notification and parent contact
  - 2<sup>nd</sup> referral = 1 game suspension
  - 3<sup>rd</sup> referral = 2 game suspension
  - 4<sup>th</sup> referral = suspension of remaining games & practices, Conference w/ AD, coach/club supervisor, VP of Student Support and/or Principal to determine eligibility status.

### **Other Information**

- Coaches and Club Advisors track this data to hold students accountable.
- Coaches and Club Advisors may have stricter eligibility policies than the school-wide policy i.e. ASB has a stricter policy.
- Students who have at least a 2.5 GPA, but do not meet the Eligibility Policy requirements to play sports, may still try-out per the following requirements \*(High School Only)
  - Students must write a letter explaining why he/she should be reinstated to the team despite not meeting the Eligibility Requirements. This letter needs to include why the exception should be made for him/her to be reinstated.
  - The letter has to be endorsed (signed) by the AD, coach/club supervisor, advisor, VP of Student Support and Principal.

## **Athletics Part 3: Equipment and Supplies**

Each student is responsible for returning all equipment and uniforms issued to him/her at the conclusion of the playing season. The student will be charged a refundable security deposit (\$150.00) for all issued uniforms. Any damage, misuse or loss of equipment or uniforms will forfeiture the right to the deposit on file.

## Mascot and Colors

The Impact Academy mascot is the Spartan. Our school colors are purple and black. White and gray will often appear on T-Shirts and Jerseys as complementary or alternative colors.

## Props

Positive feedback motivates all of us to succeed. Giving props is a school-wide practice intended to encourage all members of the Spartan community to recognize each other's positive actions throughout the week. Giving someone "props" means giving them their proper respect.

Students receive various additional types of positive reinforcement, including recognition of achievement /leadership, positive phone calls, and classroom rewards. School wide positive incentives include:

- Spartan of the Month teachers reward students in weekly Community Meeting
- IA gear, ice cream parties, pizza parties, etc: during lunch for groups of students who have met goals set by IA staff.
- Advisory monies:) competitions will win a small monetary prize for an advisory party or trip.

## Transportation

There is a bus stop very close to the school. Buses 60, 86, and 97 stop at this location. For information about how your child can use public transportation, see our Main Office or visit: [www.511.org](http://www.511.org).

## High School Workplace Learning Experience

In 11th and 12th grade, all students will participate in the Workplace Learning Experience, or WLE. Instead of coming to school, they go to an internship site for the entire day. To secure the internship, students write resumes and cover letters and practice interview skills. We encourage them to seek an internship in a field of interest, and the WLE helps many students identify their ideal career (or one they don't want!) During the internships, students work with a mentor and complete a project with measurable outcomes. At the end of their WLE experience, students will present their experience in a public exhibition. It's a powerful experience that equips students with job search practice, self-confidence and first-hand exposure to a career field.

## Field Trips

Impact Academy always strives to make learning relevant. This entails frequent interaction with resources outside of our school. Therefore, parents will sign a Day Field Trip permission form when their student enrolls. Parents will be notified in advance when students will be taking a field trip and will receive additional forms and information regarding the specific details of the trip. **Impact Academy requires students who are 18 and older to turn in all permission slips.**

## **Off Campus Lunch**

Off-Campus Lunch will continue once every quarter until the end of the year. This opportunity will be rewarded to students through our Positive Behaviors and Incentives Program. If students earn enough points, through their Kickboard portal, they are able to go off-campus for lunch, one day only for each quarter. Whenever there are many young people in one place, there is a possibility of a problem with security of belongings.

## **Security of Belongings**

Whenever there are many young people in one place, there is a possibility of a problem with security of belongings. Please do not allow your child to bring valuables to school or more cash than necessary for lunch and snack. If there is a need to pay for an item at school, send a check made out to Impact Academy. If anything is stolen from your student, advise him or her to report it to a staff member, the Main Office, or the Principal immediately. Impact Academy is not responsible for personal items that are stolen or broken at school.



## Student Leadership

<b>Middle Grades</b> <i>Student Leadership</i>	<b>High School</b> <i>Student Leadership</i>
<p>The Committee Club plans student-lead activities on behalf of the students of grades 6-8 and works closely with their club advisor(s) and the Vice Principal</p> <p>Students can join the Committee Club if they choose.</p>	<p>The Leadership Class of Impact Academy conducts activities on behalf of the students and works closely with their advisor and the Vice Principal. Leadership will be a 0 Period class.</p> <p>Elections will be held annually. The GPA requirement for participation in all leadership roles is 2.7. Students who earn referrals and Restorative Conversations will lose the privilege of leading.</p>

## Clubs and Partner Organizations

<b>Middle Grades</b> <i>Clubs and Partners</i>	<b>High School</b> <i>Clubs and Partners</i>
<p>We encourage students to participate in clubs. Clubs at Impact are based on affinity. Clubs can be created by any student who follows the protocol for sponsorship. First, a student must create a proposal, then they must find a faculty member to sponsor the club, and finally the student takes it to the Committee Club for final approval. Clubs at Impact Academy Middle Grades have included but are not limited to: A Cappella Club, Dance Club, Yearbook Club, Art Club, Environmental Club, Cooking Club, Anime Club, Video Game Club, Music etc.</p>	<p>Impact Academy encourages students to participate in clubs. Clubs at Impact are based on affinity. Clubs can be created by any student who follows the protocol for sponsorship. First, a student must create a proposal, then they must find a faculty member to sponsor the club, and finally the student takes it to the ASB for final approval. Clubs at Impact Academy may include but are not limited to: Yearbook Club, Art Club, Environmental Club, MEChA, GSA (Gay/Straight Alliance), Science Club, Engineering Club, Robotics Club, BSU (Black Student Union) etc.</p> <p>Impact Academy also partners with various organizations in the Hayward Area that can benefit students in their journey to reach college. Impact Academy believes that as a member of the community, it is also important to bring the community onto the campus.</p>

## Parental and Family Involvement

The **Spartan Family Association** serves as the umbrella organization for all family involvement in the school, and functions as a forum for parents to express their views on issues of concern to the Impact Academy community. Parent representatives then take these views to the Impact Academy Leadership Council where school-wide decisions and policies are made. Meetings include the Principal's 'State of the School' report, as well as staff presentations on the curriculum, as well as time for fun and celebration. A select group of parents are members of this Leadership Council, and will have a voting voice in the governance of the school with their position in the group. Interested family members should contact the Impact Academy Main Office for more information. Our Monthly Spartan Family Association Meeting takes place on the first Wednesday from 6:00 pm – 7:00 pm. Spanish Translation is available.

Family participation is an important part of creating a successful learning community at Impact Academy, and necessary to fulfilling our vision. If you're interested in getting involved, please contact the Main Office for details about the next meeting.

The **Impact Academy Leadership Council** serves as our Local Governance. The purpose is to address and provide an opportunity for the school community to give input on instructional and non-instructional issues as they pertain to the site, including: curriculum, budget, schedule, student health and welfare, programs, procedures, and other issues, as deemed appropriate. Meetings of the Leadership Council shall be held in accordance with the Brown Act. Each teacher team will choose a teacher leader to represent it. Parent and student representatives shall be selected through an election by the constituency that they represent.

The Leadership Council consist of the following representatives:

- Parents (7)
- Students (7)
- Teacher Leaders (7)
- Site Leadership Team (4) Student Services (1) Support Staff (1)
- EE Representative (1)

### Community Support

All parents are urged to talk to Advisors and Administrators if they are aware of issues that impact students on campus. This can range from online bullying to concerns about grades. There is a zero-tolerance policy of adults who bully or threaten community members. Adults who bully, threaten, or demonstrate violence at school will not be permitted on campus.



# ENVISION EDUCATION

Transforming Learning.  
Transforming Lives

## ENVISION EDUCATION POLICIES - APPENDIX A

1. General Information
2. Annual Notice - Notice of Non-Discrimination
3. Annual Notice - Parents/Guardians Right to Know
4. Uniform Complaint Policy
5. Student Records and Family Education Rights and Privacy Act (FERPA)
6. Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy
7. Sexual Harassment Policy
8. Student and Campus Search Notice
9. Academics
10. Attendance Policy
11. Envision Education Technology and Network Student Acceptable Use Policy
12. Annual Notice - Special Education
13. Rights in Identification, Evaluation, Accommodation, & Placement (Section 504 of the  
of the
14. Rehabilitation Act of 1973)
15. Annual Notice - English Learner Master Plan
16. Annual Notice - Foster Youth
17. Annual Notice - Youth Experiencing Homelessness
18. Math Placement Policy
19. Annual Notice - Statewide Testing
20. Annual Notice - Cal Grant Program
21. Annual Notice - Sexual Health Education and Policy
22. Student Health, Wellness, and Safety

- 23.Immunizations Requirements and Information
- 24.Vision & Hearing Screening
- 25.Annual Notice - Diabetes
- 26.Opioid Information
- 27.Tobacco Free School Policy
- 28.Annual Notice: Connecting Families to Health Coverage
- 29.Annual Notice: Availability of Health Insurance
- 30.Annual Notice - Sudden Cardiac Arrest
- 31.Annual Notice - Concussion and Head Injury Prevention
- 32.Annual Notice - Pregnant and Parenting Students
- 33.Human Trafficking Prevention
- 34.Suicide Prevention Policy
- 35.Wellness Policy
- 36.Annual Notice - Guidelines for Safe Staff and Student Interactions
- 37.Mandated Reporting Policy
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- 39.Notification of Use of Pesticide Products

## **General Information**

### **Annual Notice - Notice of Non-Discrimination**

Envision Education admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, athletics or other school administered programs.

### **Annual Notice - Parents/Guardians Right to Know**

Envision Education receives Title I funding that supports many important strategies for student's success. A provision of Federal Title I requires that all schools receiving Title I funding must notify the parents/guardians that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals. This includes

state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject.

## Uniform Complaint Policy

The Envision Board recognizes that Envision Education is responsible for complying with applicable state and federal laws and regulations governing educational programs. Envision Education shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on group identification, religion, age, gender, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, and child care and development programs.

The Envision Board encourages the early, informal resolution of complaints at the school level whenever possible.

The Envision Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Envision Board prohibits retaliation in any form for the participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

### **What is a complaint?**

As authorized by California Code of Regulations, Title 5, sections 4600 – 4687, a complaint is a written statement alleging:

1. Unlawful discrimination, harassment based on an actual or perceived disability, gender, gender identity or expression, sexual orientation, nationality, race or ethnicity, or

- religion.
2. Failure to comply with state or federal law in adult education, consolidated categorical aid programs, migrant and Indian education, English language learner programs, vocational education, or child care and development programs.
  3. Bullying or hazing complaints.

**The following complaints shall not be subject to Envision Education’s Uniform Complaint Procedures but shall be referred to a specific agency.**

- The Envision Board encourages the early, informal resolution of complaints at the school level whenever possible.
1. Complaints against the National School Lunch, School Breakfast, or Summer Food Service programs are handled by the United States Department of Agriculture. The USDA
    - a. Program Discrimination Complaint Form, (AD-3027) found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), at any USDA office, or by calling 866-632-9992.
  2. Williams Settlement complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or mis-assignment may be filed anonymously. Schools shall have a complaint form available for these types of complaints. Schools will not reject a complaint if the form is not used as long as the complaint is submitted in writing.
  3. Special Education complaints alleging violation of applicable state or federal law or regulations governing special education should be filed with the California Department of Education.

**Compliance Officers**

The Envision Board designates the following compliance officer(s) to receive and investigate complaints and to ensure Envision’s compliance with the law:

Superintendent  
111 Myrtle Street, Suite 203  
Oakland, CA 94607  
(510) 451-2415  
(510) 451-2768 fax  
[info@envisionschools.org](mailto:info@envisionschools.org)

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

## **Notifications**

The Board or designee shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of Envision Education's complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

## **Procedures**

The following procedures shall be used to address all complaints that allege that Envision has violated federal or state laws or regulations governing educational programs.

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4632.

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

### Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Envision Education.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that they personally suffered unlawful discrimination, or if a minor, their parent, guardian, or other authorized representative or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

Complaints containing all other types of allegations must be filed within one year of the date the complainant knew or should have known of the alleged conduct.

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

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, Envision Education staff shall help them file the complaint. (5 CCR 4600)

### Step 2: Mediation

Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the

compliance officer shall make all arrangements for this process.

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

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

The use of mediation shall not extend the legal timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

### Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative and Envision's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

### Step 4: Response

Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Envision investigation and decision, as described in Step #5 below. (5 CCR 4631)

### Step 5: Investigation Report

The Envision Education Investigation Report shall be in writing and sent to the complainant. (5 CCR 4631) The Envision Education Investigation Report shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, Envision shall arrange a meeting at which a community member will interpret it for the complainant.

The Investigation Report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any. (5 CCR 4631)
2. The rationale for the above disposition. (5 CCR 4631)
3. Notice of the complainant's right to appeal the decision within 30 days to the California Department of Education, and procedures to be followed for initiating such an appeal. (5 CCR 4631, 4652)



4. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (5 CCR 4631; Education Code 262.3)
5. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

### **Appeals to the California Department of Education**

If dissatisfied with the Envision Education Investigation Report, the complainant may appeal in writing to the California Department of Education within 30 days of receiving the Envision Education Investigation Report. For good cause, the Superintendent of Public Instruction may grant an extension of filing appeals. (5 CCR 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the Envision Education Investigation Report and must include a copy of the locally filed complaint and the Envision Education Investigation Report. (5 CCR 4652)

The California Department of Education may directly intervene in the complaint without waiting for action by Envision Education when one of the conditions listed in 5 CCR 4650 exists. In addition, the California Department of Education may also intervene in those cases where Envision has not taken action within 60 calendar days of the date the complaint was filed with Envision.

## **Student Records and Family Education Rights and Privacy Act (FERPA)**

Family Educational Rights and Privacy Act (“FERPA”) provides that a parent has the right to inspect and confirm the accuracy of education records relating to their child. FERPA also restricts the access of outside parties to educational records. FERPA is contained in the United States Code: 20 U.S.C. §1232g. The Department of Education’s FERPA regulations are contained in 34 C.F.R. Part 99.

FERPA applies to all public schools and any state or local education agency that receives Federal education funds. Compliance with FERPA is necessary if schools are to continue to be eligible to receive Federal education funds.

### **Policies/Annual Notification**

Pursuant to Federal law, Envision Education shall ensure the confidentiality of all pupil records. Parents are given annual notification as to the types of information designated as directory

information. By a specified time after parents/guardians are notified of their review rights, parents/guardians may ask to remove all or part of the information on their child that they do not wish to be available to the public without their consent.

### **Educational Record Defined**

An educational record is any written or computerized document, file, entry, or record regarding a student that is compiled by Envision Education. Such information includes but is not limited to:

- Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
- Grades test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student.

### **Directory Information Defined**

Part of the education record, known as directory information, includes personal information about a student that can be made public, provided that a school has stated its policy regarding directory information in its FERPA policy. Directory information may include a student's name, address, and telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extracurricular activities or recipients of awards, pictures of students, and height and weight of athletes. Release of directory information is allowed as outlined below.

### **Parental and Legal Guardian Rights**

A parent and/or a legal guardian has the right to inspect and review his or her child's education records. If upon review, a parent or legal guardian discovers any information or notation that is factually inaccurate, he or she may request the school to amend the record. Envision Education shall respond to this request in a reasonably prompt time period – generally within five (5) working days. This parental right does not include grades or educational decisions made by school personnel.

- Request for Amendment of Education Record
  - Any request for an amendment to an education record must be made in writing and submitted within thirty (30) days of the discovery of the error. A request to

amend any education record does not confer upon a parent or legal guardian a right to have any amendment made. The School will respond within ten (10) days of the receipt of the request to amend and the response will be in writing. If the request for amendment is denied, the School shall set forth the reason for the denial and will also note any objection to an adverse decision upon the record if so requested by the parent or legal guardian.

- Copies

- The School is not obligated to provide copies of any information unless providing copies is the only means of access and may charge reasonable fees for copies it provides to parents/guardians.

### **Disclosure of Education Records and Directory Information**

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. With the exceptions listed below, Envision Education will not release educational records to any person or entity outside the school without the written consent of a parent or eligible student. However, FERPA authorizes Envision Education to disclose records, without consent, to the following parties:

- School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Other schools to which a student is transferring;
- Certain government officials listed in 34 C.F.R. Part 99 in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained lawful court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Envision Education to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
US Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-4605

# Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy

## Overview

Envision Education (“Envision”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Envision prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. 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, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyber-bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, Envision will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Envision staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Retaliation against any student who reports or provides information related to harassment or discrimination in violation of this policy is against the law and will not be tolerated.

Intentionally providing false information, however, is grounds for discipline.

## Policy Statement

### Definitions

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, and including one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating 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:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person

or property.

B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

C. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

D. 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 Envision.

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 is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

Sexual and Gender-Based Harassment is harassment, whether sexual or otherwise, on the basis of sex, pregnancy disability, gender identity, or gender expression, are unlawful forms of harassment. Students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as heterosexuality, homosexuality (gay/lesbian), and bisexuality.

### Sexual Harassment

- Sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:
- Submission to such conduct is made implicitly or explicitly a term or condition of educational development or participation in an educational program or activity;
- Submission or rejection of such conduct is used as a basis for education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive educational environment.

Sexual harassment in California also includes:

- Verbal harassment, such as epithets, derogatory comments, jokes, or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or learning because of sex; and

- Visual harassment, such as derogatory cartoons, drawings or posters.
- Sexual advances of an Envision employee to a minor student or unwelcome sexual advances from student to student of either the same or opposite sex.
- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:

Vulgar remarks:

- Sexually derogatory comments regarding a person’s appearance;
- Physical touching, pinching, patting, or blocking free movement;
- Sexual propositions or advances;
- Sexually suggestive or degrading posters, cartoons, pictures or drawings;
- Offensive sexual jokes, slurs, insults, innuendos or comments; or
- Physical assault.

Gender-Based Harassment

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature.

Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for her, his, or their sex, or for nonconformance with stereotypical notions of masculinity and femininity.

Conduct that may constitute sex or gender-based harassment include:

- Disparaging remarks made or aggression towards a student because that person displays mannerisms or a style of dress perceived as indicative of the other sex.
- Hostility towards a student because that person participates in an activity more typically favored by a person of the other sex.
- Intimidating a student to discourage that student from enrolling in a particular area of study because of their gender.
- Ostracizing a student who wishes to participate in an extracurricular activity because that activity is more typically favored by a student of the other sex.
- Taunting a student who is struggling with a subject-area curriculum by insisting that students of that gender are “bad” at that subject area.

**Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, 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 bullying and harassment.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the School Principal or Envision's Superintendent. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office of each Envision school. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information. Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

Envision acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. Envision prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

### **Investigation**

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Envision, the School Leadership Team or Superintendent will promptly initiate an investigation. At the conclusion of the investigation, the Principal or Superintendent will notify the complainant of the outcome of the investigation. However, in no case may the Principal or Superintendent reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate Envision administrator at any time during the process. However, if the complainant or accused are students, any change imposed to the classes, schedules, study programs, or activities of said students shall be equivalent to the classes, schedules, study programs, or activities in which they are currently engaged, such that the student(s) maintain the educational benefit from said class or program. The complainant will be kept informed of the status of the complaint, consistent with Envision's policy and applicable law.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time in which case efforts should be made to complete the investigation in not longer than ninety (90) days.

The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:

1. a statement of the allegations and issues;
2. the positions of the parties;
3. a summary of the evidence received from the parties and the witnesses; and
4. all findings of fact.

If the complaint involves a student, the Principal or designee shall notify the student's parent or guardian of the conclusion reached by the Investigation Team and the steps taken to address the needs (current and ongoing) and/or behaviors of the student(s) involved.

If the final determination is that bullying or harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

An appropriate administrator will periodically follow up with the student harassed to ensure that she or he is not experiencing any recurring harassment or retaliation.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the school.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently. See Envision Board Policy 3003.

### **Appeal**

Should the Complainant find the resolution unsatisfactory, they may within five (5) school days of the date of resolution, file an 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 disposition.

### **Bullying and Harassment Prevention**

To ensure bullying does not occur on school campuses, Envision Education will provide staff development training in bullying and harassment prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers will discuss this policy with their students and assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.



Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus. School staff may refer to the following website for bullying prevention resources: <http://www.cde.ca.gov/ls/ss/se/bullyres.asp>

**Envision Education expects our students to adhere to the following Bullying and Harassment Policies:**

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to a school staff member.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact our principal or the Envision Education's Superintendent. We prohibit retaliatory behavior against any complainant or any participant in the complaint process.

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

- All staff, students and their parents/guardians receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of this student handbook.
- Envision Education will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

**Conflict Resolution**

Envision Education believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, each Envision Education will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

Envision Education will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. We expect our students to abide by our Student Conflict Resolution Code, to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

**The Conflict Resolution Code includes, but is not limited to, the following:**

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems in a peaceful manner.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

## Sexual Harassment Policy

Envision Education is committed to maintaining a learning environment that is free of harassment. Federal and state law prohibit the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

The principal or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional well being at school.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. Any employee, who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal. Staff shall similarly report any such incidents they may observe, even if the harassed

student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment has occurred, they shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment.

Envision Education prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

### **Complaint Procedures**

In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is made. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.
2. If a complainant is unable or unwilling to resolve the complaint directly with the person involved, they may contact the principal or designee. If the complaint is against the principal then the person can contact the Envision Education office.
3. If a complaint cannot be resolved orally then it must be submitted in writing to warrant further action. If the complainant is unable to prepare the complaint in writing, administrative staff shall help them to do so.
4. A written complaint must include:
  - a) The name of each employee involved,
  - b) A brief summary of the complaint and the facts surrounding it, and
  - c) A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.
5. The principal will attempt to resolve the complaint to the satisfaction of the person(s) involved within 30 days.
6. The decision will be in writing.
7. The complainant may appeal a decision by the principal to the Envision Education office. The Superintendent or designee will have 30 days from the receipt of the complaint to render a decision. The decision of the Superintendent or designee will be final.

## Student and Campus Search Notice

### Overview

The occurrence of incidents that may include the possession of firearms, weapons, alcohol, controlled substances, or other items prohibited by law, or the breaking of Envision Education rules and regulations, jeopardizes the health, safety and welfare of students and may necessitate the search of students and their property, student use areas, student lockers (if used) and/or student automobiles and may necessitate the seizure of any illegal, unauthorized, or contraband materials in the search.

### Student Searches

The principal or designee may search students and their personal belongings without their consent under the following conditions:

- The principal had a reasonable suspicion that the search would turn up evidence of a crime or violation of school rules.
- Articulable facts must support a reasonable suspicion that a search is justified. In no case shall a search be conducted based on mere curiosity, rumor or hunch. The facts should be well documented including time, date, and student(s) involved.
- The scope of the search must be reasonable, based on what the administrator suspected when the search began; and may not be excessively intrusive in light of the student's age, sex, and nature of the infraction.
- The need to maintain order in the school outweighs the student's legitimate right to personal privacy.

It is best to notify the student and have their consent before searching their personal belongings. If a student refuses to cooperate;

- Call the parents/guardians
- As a last resort, call the police. This is a judgment call based on the severity and/or danger of the situation.

If the student does not agree to a search other disciplinary measures that can be taken based on the situation.

### Who may conduct a search?

A person of the same gender shall conduct any search of a student or their personal belongings and must be conducted in the presence of another adult witness. At Envision this means:

A school administrator (Principal, VP, Dean of Students ) plus one additional staff person.

OR in situations that call for immediate action and an administrator is not present such as during field trips: 1) contact an administrator and 2) the Lead Teacher (of the same gender) in the presence of another staff member may conduct the search.

Written documentation of the search shall be kept and include the reasons for the search, the persons present, day and time of the search, and the objects found and the disposition made of them, and shall be kept in a secure location in an administrator's office.

The principal or designee shall notify the parents/guardians of a student subjected to an individualized search as soon as possible after the search.

### **What can be searched?**

- A student's person – a student can be asked to remove outer garments (sweaters/jackets, hats, shoes, empty their pockets, roll up pant legs, sleeves, etc).
- Personal effects (e.g. backpack, purse, bags, etc.) Ask the student to empty the contents in front you; you may examine the bag and feel for any non-empty pockets. You may also examine any of the contents. If the student refuses to empty the bag you may proceed with the inspection without their participation.
- Lockers/desks\*
- Vehicles\*

\*Lockers and vehicles may be searched without prior consent of the student but the rule of "reasonable suspicion" applies.

In no case shall school administrators conduct a strip search. These types of searches are prohibited by law and require a student to remove or arrange their clothing to allow a visual inspection of the underclothes and the private parts of the student's body. If the situation is deemed to be of immediate threat to the students or staff, call the police.

A search of a group of students where no particular student within the group is suspected may be conducted only if there is reasonable suspicion of conduct imminently dangerous to students, others or school property.

Student use areas, including, but not limited to, instructional and recreational space, lockers, and parking lots are school property and remain at all times under the control of Envision. School administrators, for any reason, may conduct periodic general inspections of these areas of the school at any time without notice. Students should be present when a general inspection occurs. This policy shall also be in effect during school- sponsored field trips and other off-site school sponsored activities.

### **Seizure of Illegal, Unauthorized, or Contraband Materials**

If the search yields illegal or unauthorized materials such materials shall be turned over to the proper legal authorities for ultimate disposition as appropriate. The student shall be given the opportunity to explain the presence of the removed item. Appropriate disciplinary action will be taken according to school policies.

# Academics

## Classroom Based Attendance Policy

Envision Education affirms that:

- Daily attendance in school is vital to academic success.
- Full-time school education is mandatory and required by the State of California.
- Parents and guardians are vital partners in students' academic achievement, beginning with their support of attendance—in school, on time, every day.
- School administrators are vital partners to students and families, and will work collaboratively with them to address attendance barriers.

To support daily student attendance at City Arts & Leadership, Envision Academy, and Impact Academy, the Governing Board of Envision Education maintains and enforces the following Attendance Policy.

### Definitions

- **Chronically Absent:** Students are classified as chronically absent if they are absent for 10% or more school days, whether excused or unexcused.
- **Truant:** Students are classified as truant if they are absent from school without a valid excuse for three (3) full days in one school year; or are absent or tardy without a valid excuse, for at least 30 minutes, on three (3) separate occasions in one school year.
- **Tardy:** Students are classified as tardy if they arrive after the beginning of the school day, or a period within the school day.
- **Truant Tardy:** Students are classified as truant tardy if they arrive 30 minutes or more after the beginning of the school day, or after the beginning of a period within the school day.
- **Excused Absence or Tardy:** Absences and tardies may be excused only for the reasons listed below.
- **Parent Excused Absence or Tardy:** Absences and tardies may be occasionally excused by parents or guardians for reasons in addition to those below, but the practice is discouraged and should be limited.
- **Unexcused Absence or Tardy:** Absences and tardies are unexcused if:
  - stated reason is not included in the list below.
  - parent or guardian does not provide an otherwise satisfactory reason.
- **School Attendance Review Team (SART):** The school SART (consisting of school administrators and staff) regularly reviews student attendance data, and collaborates with students and families to address chronic absences.
- **Student Attendance Review Board (SARB):** The Envision Education SARB receives student referrals from schools, to provide network-level interventions for continued

chronic absences.

### **Excused Absences and Tardies**

An absence or tardy may be excused for the following primary reasons, as well as any other reason included in the [California Education Code](#):

- Student illness, including an absence for the benefit of the student's mental or behavioral health
- Medical, dental, optometric, or chiropractic appointment
  - Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Funeral service
  - One (1) day of absence is excused if the service is in California; three (3) days are excused if the service is out of state.
- Court appearance
- Naturalization ceremony to become a United States citizen
- Observance of a religious holiday or ceremony, for no more than four (4) school days per month
- Participation in a cultural ceremony or event
- Participation in a civic or political event
  - This absence must be pre-approved by a school administrator and is limited to one (1) per year.
- Quarantine under the direction of the school or network (as based on the guidance of the county public health office).

All other absences and tardies shall be considered:

- Parent excused if the student's parent or guardian provides a satisfactory reason (other than those above) for the absence or tardy.
- Unexcused if the parent or guardian does not contact the school, or provides an unsatisfactory reason for the student's absence.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence and will receive full credit upon satisfactory completion within a reasonable period.

### **Method of Verification**

Absence and tardy reasons must be verified to be excused. Schools shall follow the guidelines below to verify absence and tardy reasons.

#### Tardies or Absences of 1–2 Consecutive Days:

- Phone call or text from parent or guardian, documented by school staff member
- Written note or email from parent or guardian, including dates of absences

- Healthcare provider documentation, including dates of absences

Absences of 3 Consecutive or Recurrent Days or More:

- Written note or email from parent or guardian, including dates of absences
- Healthcare provider documentation, including dates of absences
  - When a student has ten (10) or more absences during the school year for medical reasons, healthcare provider documentation is required to excuse any further absences.

**Addressing Chronically Absent and Truant Students**

Schools shall make every effort to positively and proactively engage with families around student attendance.

When students become chronically absent (missing 10% or more of school days) or truant at any point in the school year, schools shall implement the following process:

1. Daily absence notifications (sent by phone, email, or text), including direct calls from school staff whenever possible
2. First chronic absence or truancy notification (sent by mail or email) to parent or guardian, including legally required guidance and information about the student's absences to date
3. Second chronic absence or truancy notification (sent by mail or email), including an invitation to a first required School Attendance Review Team (SART) meeting with parent or guardian
4. First attendance contract, to be completed during first SART meeting with parent or guardian
5. Third chronic absence or truancy notification (sent by mail or email), including an invitation to a required second SART meeting with parent or guardian
6. Second (or reinforced) attendance contract, to be completed during second SART meeting with parent or guardian
7. Third SART meeting with parent or guardian, including preview of SARB process and potential for disenrollment
8. Referral to Student Attendance Review Board (SARB), with potential for disenrollment

Envision Education's SARB shall convene required meeting(s) with parents and guardians to support referred students' returns to school, discuss other school placement options, and/or enforce disenrollment of students.

Envision Education's Chief Executive Officer shall approve all disenrollments recommended by the SARB.



### **Disenrollment Based on Attendance**

Students may be disenrolled based on attendance for any of the following reasons:

- If they are absent for fifteen (15) or more consecutive school days without valid excuse, and parent or guardian cannot be reached or is not responsive to multiple contact attempts.
- If they violate agreed-upon attendance contracts and the SARB determines that they are eligible for disenrollment.
- If the school confirms that they are enrolled in another school.
- If they are not in attendance during the first five (5) days of the school year.

### **Involuntary Removal Process**

If a student is eligible for disenrollment based on attendance, they may be involuntarily removed from an Envision school based on the following process:

- Provide written notice (in the native language of parent, guardian, or educational rights holder) of intent to remove the student, no less than five (5) school days before the effective date of the action.
- Include an explanation and the charges against the student in the written notice, as well as their right to request a SARB hearing (if one has not already been held or scheduled) before the effective date of the action.
- If a parent, guardian, or educational rights holder is not responsive to the written notice, the student will be disenrolled as of the effective date in the written notice.
- If a SARB hearing is requested:
  - The student shall remain enrolled and shall not be removed until Envision Education issues a final decision.
  - If the parent or guardian does not attend the hearing, the student may be disenrolled effective the date of the hearing.
- Send a notice to the student's last known district of residence within thirty (30) days.

### **Non-Discrimination**

These policies will be enforced fairly, uniformly, and consistently without regard to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, pregnancy, or any other protected characteristic.

Envision Education shall regularly review attendance data to ensure that student support and enforcement is aligned with our anti-racist and pro-Black stance.

# Envision Education Technology and Network Student Acceptable Use Policy

Envision Education provides students access to its schools' electronic network, computer systems, peripherals, and related technology equipment for educational purposes. The network includes Internet access, computer services, videoconferencing, and electronic communication.

The purpose of the network is to allow students to complete academic work, conduct research, create projects, share, and communicate while preparing them for success in college and work in the 21st century. The network provides students with electronic access to a wide range of information and the ability to communicate with people throughout the world.

This document contains the rules and procedures for students' acceptable use of the electronic network and its supporting infrastructure.

- The Envision Education electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, academic research, and school related communication.
- The Envision Education electronic network has not been established as a public access service or a public forum. Envision Education has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all students under the age of 18. Access is a privilege, not a right.
- Envision Education reserves the right to monitor all activity on its electronic network. There should be no expectation of privacy of content or communication created on or passing through the network. Students will indemnify Envision Schools for any damage that is caused by students' inappropriate use of the network.
- Students are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities in the use of the Envision Education electronic network. Moreover, students are expected to adhere to local, state, and federal law.
- Internet users should develop practices that meet their individual learning needs and to take advantage of the network's many useful functions.

## Technology Hardware

- Hardware and peripherals are provided as tools for student use for educational purposes. Students are not permitted to relocate hardware, install peripherals or modify settings to equipment without the consent of the school technology department.

## Handling of Equipment

- Students will respect and treat the equipment with high regard and proper care. All

equipment that is the property of Envision Schools has an economic and symbolic link to each school's community.

- Proper care of school equipment includes avoiding the use of food and liquid around computer equipment and other technology. Food or liquid spills can cause serious damage to computers and other equipment.
- Students will refrain from any physically harsh or violent treatment towards school equipment that could cause harm to the external cosmetics or the internal functionality of the specific equipment.

### **Vandalism and Theft**

- Stickers, markers, paint or pen use not officially approved by Envision Schools will be considered defacement and vandalism of school property.
- Students are not allowed to take computers, computer laptops, calculators and other equipment outside of the school premises
- Theft or vandalism of any school equipment will be treated with zero tolerance. Any thefts of this kind may lead to a school-wide or a partial lock down of all technical equipment.
- Any malicious attempt to alter, harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the school's discipline code and policies will be enforced.

### **General Unacceptable Behavior**

While utilizing any portion of the Envision Schools electronic network, unacceptable behaviors include, but are not limited to, the following:

- Posting information that, if acted upon, could cause damage or danger of disruption.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Harassing or bullying another person. Harassment or bullying is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, that student must stop.
- Knowingly or recklessly posting false or defamatory information about a person or organization.
- Using criminal speech or speech in the course of committing a crime, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.
- Using speech that is inappropriate in an educational setting or violates school rules.
- Abusing network resources such as sending chain letters or "spamming", downloading non educational videos or downloads.
- Accessing or sending offensive messages or pictures.
- Engaging in commercial activity. Students will not offer, provide, or purchase products or services through this network.

- Providing credit card or other financial information or conducting financial transactions over the Internet
- Political lobbying. Students may use the system to communicate with elected representatives and to express their opinions on political issues.
- Attempting to access non-instructional Envision Schools systems, student information systems, non-authorized servers, or business systems.
- Utilizing any wired or wireless network with equipment brought from home or utilizing any network unassociated with the school.
- Copying another's work without their consent.
- Copying material from the Internet and representing it as their own or another's own work (plagiarism).
- Violating copyright laws or participating in the unauthorized installation, use, storage, or distribution of copyrighted software, movies, music, or any material.
- Using or altering another user's account, password, folders, files, etc. without the other user's express permission.

### **Email**

- Students may be provided with e-mail accounts that will be screened.
- Students will not establish or access Web-based e-mail accounts on commercial services through the Envision Schools network.
- Students will not repost or forward a message that was sent to them privately without the permission of the person who sent them the message.
- Students will not post private information about another person.
- Students will not use equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

### **World Wide Web**

- Students are expected to use the internet for educational purposes.
- Access to information for students on the Web will be screened.
- Access to the web via web proxy sites is prohibited.
- Students may be identified by their full name with parental approval. Group or individual pictures of students with student identification are permitted with parental approval.
- Material placed on student Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the property of someone other than the student may not be used on Web sites unless formal permission has been obtained.
- All student Web pages should have a link back to the homepage of the classroom, school or Envision Education, as appropriate.
- Students should promptly navigate away from inappropriate websites.

## **Home Computers, Cell Phones, and Electronic Devices**

- Students will use not personal computers, PSP's, iPods, iPhones, or other hardware to access the network without completing a separate permission form:

[http://www.envisionschools.org/site/Envision\\_Student\\_Home\\_Device\\_Agreement.pdf](http://www.envisionschools.org/site/Envision_Student_Home_Device_Agreement.pdf)

- Students will agree to have their personal computer configured by school tech personnel so it can operate safely within the network.
- Students will agree to have their personal computer monitored in the same way that school computers are monitored.
- An individual school may ban or limit cell phones, home computers, and any digital devices anytime. Students must comply with these restrictions to help maintain an educational environment.

## **Personal Safety**

- The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyber-bullying, and how to respond when subjected to cyber-bullying
- Students will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, cell phone, school address, or work address.
- Students will not agree to meet with someone they have met online.
- Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable.
- Students will not post personal information in social networking sites (MySpace, Facebook, etc.) that will compromise their own or other's safety or privacy.

## **System Security**

- Students are responsible for their individual network, server, email, and other accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should students provide their password to another person.
- Students must immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not attempt to identify security problems, because this may be construed as an illegal attempt to gain access.
- Students will not attempt to gain unauthorized access to any portion of the Envision Schools electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by Envision Schools' policy, including

the use of proxy services, software, or Web sites.

- Users will not use network protocol analysis “sniffing” software, keystroke loggers, remote access technology, or any other hardware or software based method to monitor the network or another user’s activity.

### **Software and Files**

- Software is available to students to be used as an educational resource. No student may install, upload or download software without permission from the school’s technology department.
- A student's account may be limited or terminated if a student intentionally misuses software on any school-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of the Envision Education electronic network may lead to discovery that a student has violated this policy or the law. Students should not expect files stored on Envision Schools servers to be private.
- Students are responsible for their own data files and should not depend on schools storing or maintaining their data.

### **Videoconferencing, Video Chat, Audio Chat, Photography**

- Videoconferencing and video chat are ways that students can communicate with other students, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, students can see, hear, and speak with other students, speakers, museum personnel, etc. in real-time.
- Videoconference and chat sessions may be saved by school personnel or by a participating school in order to share the experience.
- Students' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session.
- Parents/Guardians will provide additional permission to permit internet dissemination of the student’s name or picture.

### **Student Rights**

- Students' right to free speech applies to communication on the Internet. The Envision Education electronic network is considered a limited forum, similar to the school newspaper, and therefore the Envision Education and its member schools may restrict a student's speech for valid educational reasons. The school will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

## **Due Process**

- Envision Education will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the network.
- In the event there is an allegation that a student has violated the acceptable use regulation and policy, the student will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of school rules, it will be handled in the manner specified in the school rules. Additional restrictions may be placed on a student's use of their network account.

## **Limitation of Liability**

- Envision Education makes no guarantee that the functions or the services provided by or through the network will be error-free or without defect. Envision Education will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- Envision Education is not responsible for the accuracy or quality of the information obtained through or stored on the network. Envision Education will not be responsible for financial obligations arising through the unauthorized use of the network.

## **Violations of this Acceptable Use Policy**

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Students' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of Envision Education network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The school administrators shall determine the particular consequences for violations of this policy.

## Annual Notice - Special Education

Envision Education is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society.

The School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA (<http://www.edcoecharterselpa.org/parents>). The Student Services Office coordinates counseling, Multi Tiered Systems of Support (MTSS), medical management plans, and special education services. Through specialized instruction and counseling, staff members support student achievement through direct work with students and consultation with parents and teachers.

Students with Individualized Education Plans (IEPs) and those who qualify as English Language Learners are provided services within the school’s full inclusion approach. The Associate Director of Special Education oversees formal student assessments and the development and implementation of IEPs while the Associate Director of Student Services oversees the MTSS process medical management plans. Our teams work very closely with parents/guardians, teachers, and the student to develop and monitor each student’s learning plan.

### Rights in Identification, Evaluation, Accommodation, & Placement (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities.

The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

#### **You have the right to:**

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Envision Education advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the



right to have Envision Education make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and/or related services if they are found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Envision Education.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records. Requests are to be submitted in writing.
11. Obtain a response from Envision Education to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Envision Education refuses this request for amendment, Envision Education shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Envision Education's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint with the U.S. Department of Education, Office for Civil Rights.

For information or concerns about Section 504 of the Rehabilitation Act of 1973 contact the School Leadership Team.

## **Annual Notice - English Learner Master Plan**

Envision Education is committed to the success of our English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Envision Education will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training,

reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Envision Education will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

The English Language Proficiency Assessments for California (ELPAC) is required by the state to be given annually to all English Learner (EL) students in grades 6-12 at Envision Education. We are required to test all current EL students once a year as well as any new students (new to the country) within 30 days of enrolling in our school. The ELPAC has three purposes:

- To identify students who are limited English proficient
- To determine the level of English language proficiency of students who are limited English proficient
- To assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English

**Annual Assessment (AA):** The annual testing window of the ELPAC is July 1 – October 31. Initial identification assessments are ongoing throughout the school year and must be completed 30 calendar days after the date of first enrollment in a California public school. Or alternatively within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

- Late March: Annual Assessment Initial Order
- July 1 – October 31: Testing Window for Annual Assessment (AA) of ELPAC

**Envision Education Criteria for Reclassification:**

Envision Education reclassifies a pupil from English learner to English Proficient using a process and criteria that include:

- State Assessment of language proficiency (ELPAC)
- Internal Assessment
- Teacher Evaluation/Recommendation
- Parent Agreement and Consultation

Envision Education’s full English Learner Development Plan is available at the Main Office.

## Annual Notice - Foster Youth

Envision Education has adopted a policy governing the education of foster youth, consistent with state and federal law. The complete policy is available at the Main Office.

## Annual Notice - Youth Experiencing Homelessness

Every student experiencing homelessness shall have access to the same free and appropriate educational opportunities and access to services. This commitment to the educational rights of students experiencing homelessness applies to all services, programs, and activities provided or made available.

### **Definitions and Identification:**

The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence (42 U.S.C. Section 11434a) and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Students who may be living in motels, hotels, trailer parks, camping grounds, emergency or transitional shelters, or are abandoned in hospitals
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above
- Unaccompanied youth who are not in the physical custody of a parent or guardian

### **The LEA Liaison for Homeless Students shall:** (42 U.S.C. Section 11432[g][6][A]; EC Section 48852.5)

- Ensure that students experiencing homelessness are identified by school personnel and through coordinated activities with other entities and agencies, and through the annual housing questionnaire administered by Envision Education, Inc.
- Ensure that students experiencing homelessness enroll in, and have a full and equal opportunity to succeed in school
- Ensure that homeless families and students receive educational services for which they are eligible
- Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
- Disseminate notice of the educational rights of students experiencing homelessness that includes information of services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies
- Mediate enrollment disputes in accordance with law, board policy, and administrative regulation
- Fully inform parents/guardians of all transportation services
- When notified pursuant to EC Section 48918.1, assist, facilitate, or represent a student

experiencing homelessness who is undergoing a disciplinary proceeding that could result in the student's expulsion

- When notified pursuant to EC Section 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
- Assist a student experiencing homelessness to obtain records necessary for the student's enrollment into or transfer out of district schools, including immunization, medical, and academic records

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless, nor shall students experiencing homelessness be stigmatized in any way.

The School Leadership Team shall ensure that placement decisions for homeless students are based on the student's best interest as defined by law and administrative regulations. Envision Education shall ensure that transportation is provided for homeless students to and from school, at the request of the parent/guardian (or liaison) per 42 U.S.C. § 11432(g)(1)(J).

## Math Placement Policy

Envision Education complies with mandates that schools adopt a fair, objective, and transparent mathematics placement policy for 9th grade students. We have developed the following placement protocols. Our full Math Placement Policy is available at the Main Office.

Placement protocols are implemented uniformly and without regard to students' socioeconomic background or any characteristic specified in BP 0410 – Nondiscrimination in District Programs and Activities, including, but not limited to, race, sex, gender, nationality, and ethnicity.

Placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; artifacts of student thinking and grades; and report cards. Placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that students are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

If a student or parent/guardian questions the student's placement, they may appeal the decision to the site administrator. The student or parent/guardian may appeal the site administrator's decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

## Annual Notice - Statewide Testing

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

## Annual Notice - Cal Grant Program

Envision Education is required by state law to submit the GPA of all high school seniors by October 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or before February 1.

## Annual Notice - Sexual Health Education and Policy

Envision Education in compliance with the California Healthy Youth Act offers grades 7 - 12 comprehensive sexual health education and HIV prevention education. Students participate in comprehensive sexual health education through a passive consent (opt-out) process. Envision Education does not require active parental consent for student participation. A parent or guardian has the right to exclude their child from all or part of the comprehensive sexual health education by completing an opt-out form available from the Main Office. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing.
- Be informed whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by Envision Education personnel or outside consultants. When Envision Education chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health education or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
  - Request a copy of Education Codes 51930 through 51939.

## Student Health, Wellness, and Safety

### Immunizations Requirements and Information

Per the California Department of Education, all children under eighteen years of age entering a California school for the first time, or transferring between schools, must provide a written immunization record. Students who do not meet the State immunization guidelines may be excluded from school until the requirements are met.

To meet California's school entry requirements, all students entering 7th grade who are not exempt from the immunization requirements must show proof of the following immunizations:

#### Immunization Dosage

- Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) One (1) dose
- Varicella (chicken pox) Two (2) doses

### Vision & Hearing Screening

Vision and hearing screenings are conducted at school and are a general assessment of your child's vision and hearing. Families are notified when your child is scheduled to be screened.

Families can submit a signed written request if they do not want their student to be screened at school. Families will be notified **only if they do not pass the test** and their child will receive a referral for further evaluation by a qualified medical professional. It may indicate possible difficulties with vision or hearing and is not a substitute for regular medical visits.

### Annual Notice - Diabetes

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the Main Office if you need a copy of this information sheet or if you have any questions about this information sheet.

## Opioid Information

Opioids are a class of drugs that includes both prescription pain relievers and illegal drugs such as heroin and fentanyl. They work by binding to specific receptors in the brain and body to reduce the perception of pain and produce feelings of pleasure.

Here are some important points about opioids that high school parents should be aware of:

- **Medical Use**: Opioids can be prescribed by doctors to manage severe pain, especially after surgery or for chronic conditions like cancer. When used as prescribed and under medical supervision, they can be effective and safe.
- **Potential for Abuse**: Opioids carry a high risk of misuse and addiction. Misuse refers to taking the drugs in a way other than prescribed, such as taking higher doses or using them without a prescription. Regular misuse can lead to dependence, tolerance, and addiction.
- **Addiction Risk**: Opioid addiction is a serious concern. Even when used as prescribed, opioids can be habit-forming, and prolonged use can lead to physical and psychological dependence. It is crucial to closely follow the prescribed dosage and duration to minimize the risk of addiction.
- **Signs of Misuse**: It is important for parents to be aware of the signs of opioid misuse. These may include sudden changes in behavior, mood swings, social withdrawal, decreased academic performance, changes in sleep patterns, and secretive or deceptive behavior.
- **Prevention Strategies**: Families can play an active role in preventing opioid misuse. Some preventive measures include proper storage and disposal of prescription opioids, educating children about the risks and dangers of opioid use, and maintaining open lines of communication with their children about substance abuse.
- **Seeking Help**: If you suspect your child is misusing opioids or struggling with addiction, it is important to seek help promptly. Talk to your child's healthcare provider, a school counselor or a substance abuse professional for guidance and support.

Fentanyl is a synthetic opioid that is many times more potent than other opioids like morphine or heroin. Fentanyl is an extremely potent opioid, estimated to be 50 to 100 times stronger than morphine. Even small amounts of fentanyl can be lethal. Naloxone is an opioid overdose reversal medication that can temporarily restore breathing and reverse the effects of an opioid overdose, including fentanyl. Parents should consider having naloxone on hand if they suspect their child or anyone else may be at risk of opioid overdose.

Open communication and ongoing education are key in addressing the opioid crisis. By staying informed and engaged, parents can help protect their children from the risks associated with opioid use.

## **Tobacco Free School Policy**

Smoking and the use of tobacco products is prohibited at all times at Envision Education campuses or sponsored events. California also prohibits smoking or vaping tobacco within 25 feet of the campus entrance and prohibits smoking marijuana within 1000 feet of the campus entrance.

## **Annual Notice: Connecting Families to Health Coverage**

California schools are required to provide information to families about healthcare coverage options. You will be receiving a flier about healthcare coverage options with this school handbook. If you need a new copy of the flier, please contact the Main Office.

## **Annual Notice: Availability of Health Insurance**

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals (“DACA”) status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.

Medi-Cal enrollment is available year-round. [Covered California](#) is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment.

The Charter School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.



## Annual Notice - Sudden Cardiac Arrest

**Sudden Cardiac Arrest** is when the heart stops beating suddenly and unexpectedly. Automatic External Defibrillators (AED) are located at each campus. Students participating in Envision Education's athletics program must review the information sheet on sudden cardiac arrest at the California Interscholastic Federation website at:

<https://cifstate.org/sports-medicine/sca/SCAInformationSheet2017.pdf> (English)

[https://cifstate.org/sports-medicine/sca/Parent-Athlete\\_SCA\\_Fact\\_Sheet\\_CIF\\_Spanish.pdf](https://cifstate.org/sports-medicine/sca/Parent-Athlete_SCA_Fact_Sheet_CIF_Spanish.pdf)  
(Spanish)

Envision Education maintains a Cardiac Emergency Action Plan that can be obtained from the Main Office.

## Annual Notice - Concussion and Head Injury Prevention

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with force transmitted to the head. Concussions can occur in any sport and can look differently in each person. Most concussions are mild and get better with rest. However, all concussions are potentially serious and may result in complications, including prolonged brain damage and even death if not recognized and managed properly. Recognizing and responding properly to concussions when they first occur can help prevent further injury or death. Students participating in Envision Education's athletics program must review the information sheet on concussions on the Centers for Disease Control and Prevention (CDC) website at:

<https://www.cdc.gov/headsup/youthsports/parents.html>

## Annual Notice - Pregnant and Parenting Students

Envision Education recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant.

Envision Education will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction at Envision Education if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the school determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

## Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Envision Education believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment is provided.

You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available at the Main Office. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction. Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available from the School Leadership Team.

## Suicide Prevention Policy

Supporting the health and wellbeing of all students is of utmost importance. Envision Education has adopted a suicide prevention policy to help prevent, intervene, and support students who may be experiencing suicidal thoughts, planning for, or who may have attempted suicide.

We care about you and your well-being. Envision is committed to creating a safe and supportive environment for all students. This policy explains how we prevent suicide and provide help when you need it.

## **Mental Health Awareness**

Your mental health is important to us! We will provide information and education about mental health, so you can understand and take care of your emotional well-being.

## **Asking for Help**

It's okay to ask for help! We're here for you. If you're feeling down or struggling, reach out to a trusted adult, like a teacher, counselor, or family member. They can connect you to support and resources.

## **Identifying Warning Signs**

We want to make sure you're safe and supported. Sometimes, people show signs that they might be struggling. If you notice someone acting differently, such as withdrawing or expressing hopelessness, tell a trusted adult right away.

## **Support Systems**

We have caring professionals who can help. School counselors and mental health providers are here to listen and support you. They can provide confidential counseling and guide you in developing healthy coping strategies. You can refer yourself to school based counseling or have a family member sign up for Care Solace which will support you in finding an outside counselor.

## **Safe Environment**

Everyone deserves to feel safe and respected at school. Bullying, harassment, or discrimination is not okay. If you experience or witness any of these behaviors, report them to a teacher, counselor, or another trusted adult.

## **Family and Community Support**

We believe in the power of community. We'll work together with your families, guardians, and community organizations to make sure you have the support you need. Remember, you're not alone.

If you or someone you know is in crisis, reach out to a trusted adult or call one of the resources listed below.

- California Youth Crisis Line 1-800-843-5200
- National Suicide Prevention Lifeline 988
- Care Solace Call 888-515-0595 (available 24/7/365) or visit [caresolace.com/envision](https://caresolace.com/envision) and search on your own OR click "Book Appointment" for assistance by video chat, email, or phone.

The full policy can be obtained from the Main Office.

## Wellness Policy

Envision Education is committed to the optimal development of every student. Envision Education believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes.

Envision Education's Wellness Policy outlines our approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the SFA have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the SFA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Envision Education establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

The complete Wellness Policy is available on the school website and in the Main Office.

## Annual Notice - Guidelines for Safe Staff and Student Interactions

Envision Education recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is intended to guide all staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents,

students, colleagues, or school leaders. The guidelines set forth in this policy are designed to provide protections for students and staff.

### **Background Screening**

All Envision Education employees and volunteers must clear background screening prior to working with students. Screening is conducted through the following actions:

- Employment Application - Employees submit a resume that includes basic information, employment experience, and references.
- Interview - Employees participate in an interview process with multiple people to determine fit and qualifications.
- Reference Check - Employees must include professional references as part of the application process. At least two of the references provided are checked in the screening process and one must be a former supervisor.
- Criminal Background Check - Employees participate in a state (DOJ) and federal (FBI) criminal background check, including a check of the National Sex Offender Registry.

### **Training**

Envision Education provides training to employees and volunteers on how to work with youth; acceptable behaviors and interactions with youth; abuse identification and mandatory reporting requirements; and appropriate discipline and behavioral interventions. Trainings occur prior to employment and on an ongoing basis.

### **Prevention**

An important element of prevention is providing guidance for acceptable and unacceptable staff and student behavior. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view.

The objective of the following guidelines of acceptable and unacceptable behaviors is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Authentic and appropriate relationships with students contribute to a rich learning environment. It is incumbent on teachers/staff members to have clear professional boundaries in the student-staff relationship.

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust and in some cases, it is a crime.

Allegations or suspicions of policy violations will be immediately investigated. The staff member(s)

involved will be placed on paid administrative leave pending the outcome of the investigation. Depending on the circumstances, Envision Education may be obligated to contact law enforcement and child protective services.

**Examples of policy violations (not inclusive):**

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student. (Pats on the back, high fives and handshakes are acceptable)
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a student.
- Listening to or telling stories that are sexually oriented.
- Not stopping students from telling sexually oriented stories or content.
- Discussing inappropriate personal troubles or intimate issues with a student.
- Interacting with a student so that a reasonable person may suspect inappropriate behavior.
- Remarks about a student's physical attributes or development.
- Giving students a ride to/from school or school activities, unless as an authorized field trip chaperone.
- Being alone in a room with a student at school with the door closed.
- Intentionally being alone with a student away from the school.
- Allowing students in your home.
- Sending emails, text messages or letters to students if the content is not about school activities.

**Required protocols**

- Getting parents' or guardians' written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips, athletics, or competitions.
- Keeping emails, text, phone and instant messages to students very professional and pertaining to school activities or classes.
- Keeping the door open when alone with a student unless there is a situation that requires confidentiality.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Notifying your supervisor if a student makes sexual comments around or about you or makes a sexual advance.

- Making detailed notes about any incident that is unusual or uncomfortable.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

### **Corporal Punishment**

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 property. For clarification purposes, the following examples are offered for direction and guidance:

#### **Examples of PERMITTED actions (NOT corporal punishment)**

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### **Examples of PROHIBITED actions (corporal punishment)**

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### **Reporting**

Staff and volunteers understand the importance of reporting inappropriate behavior, even low-level concerns, and have clear structures for reporting this information. Identification and reporting structures are covered in regular training. School Leaders will report allegations and concerns and partner with Envision Education's Human Resources Department.

### **Investigation**

Concerns and reports of sexual misconduct are investigated with fidelity and reported to appropriate authorities, including the police when applicable. Envision Education complies with requirements for mandatory reporting of abuse. During an investigation:

- The accused person is removed from any interaction with the accuser
- Procedures are in place to protect those during the investigation process and all are treated with dignity

## **Response**

Envision Education responds to all allegations and incidents seriously and conducts an analysis of all allegations and occurrences to determine what changes are needed to protect students and prevent further incidents.

## **Mandated Reporting Policy**

California requires child care custodians who have knowledge of, observe, or reasonably suspect a child in their professional capacity or within the scope of their employment to be a victim or child abuse or neglect to report to a child protective agency immediately. Envision Education employees are mandated by the Child Abuse Reporting Law to notify the proper authorities.

Employees must also report any incidents or suspected incidents of child abuse and neglect to their School Leadership Team immediately.

## **School Safety Plan**

Envision Education has established a Comprehensive School Safety Plan. It is available upon request at the Main Office.

## **Notification of Use of Pesticide Products**

The law requires that Envision Education provide to all staff and parents or guardians of students written notification of the name of all pesticide products expected to be applied at the school facility during the upcoming year. The notification shall identify the active ingredient or ingredients in each pesticide product and contain the Internet access address on information about pesticides and pesticide use reduction as found in Food and Agricultural Code Section 13184. Education Code Section 17610.1 was added in 2005 to prohibit application of certain pesticides on school sites.