

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

2021-2022 **SPARTAN** **Handbook** **Grades 6-12**

2560 Darwin Street, Hayward, CA 94545
High School: 510-300-1560
Middle Grades: 510-266-0532
www.es-impact.org

Impact Academy Spartan Handbook Acknowledgement Form 2020-2021

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 2020-2021 and the Spartan Community Agreements 2020-2021."

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 2020-2021

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 are **RESPECTFUL**
- 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!

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 21st 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!

With respect,



Joel Key
Principal Grades 6-12

Cristina Gurrola
Resident High School Principal Grades 9-12

Mission

Middle Grades Mission	High School Mission
“We love learning, crave excellence, and access our agency so we ALL become leaders in our community, college, and careers.”	“Our mission is to prepare and inspire ALL students to enter, succeed in, and graduate from college.”

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 Method: The Envision Schools Educational Model

Intro with the ethnic studies, pro-Black framework.

Four specific principles ground the innovative Envision model.

- 1. Rigor:** Every Impact Academy student engages in a rigorous, standards-based college-prep curriculum that meets or exceeds the course requirements for the UC/CSU systems.
- 2. Relationships:** Advisors guide students academically and socially in advisory groups throughout a student’s middle school and high school career.
- 3. Relevance:** Interdisciplinary, project-based work, and field studies are at the heart of the Impact Academy learning experience. Students exhibit their projects to the entire school community, and art and technology is integrated into the curriculum.
- 4. Results:** Envision holds its students accountable to rigorous outcomes. Envision graduates must pass all mandated state tests, meet UC/CSU entrance requirements, and earn an acceptance letter from at least one college or university.






Our Instruction

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

Middle Grades <i>Know, Do, Reflect</i>	High School <i>Know, Do, Reflect</i>
<p>1. KNOW</p> <ul style="list-style-type: none"> ● Build competency in English and Math ● Master grade-level standards at an individualized pace ● Personalized instruction through web-based instruction ● Show proficiency on the California Assessment of Student Performance & Progress exam. <p>2. DO</p> <ul style="list-style-type: none"> ● Engage in deeper learning project based learning activities and exhibitions in Humanities, STEM, Physical Activities, and Art. ● Use core competencies required to perform the role of a college student: inquiry, critical thinking, agency, and collaborating productively. <p>3. REFLECT</p> <ul style="list-style-type: none"> ● Recognize and defend growth, accomplishments and successes as well as areas of future growth and development. ● Revise work to proficiency based on feedback from teachers and peers in preparation for 8th Grade Promotion Portfolio defense. 	<p>1. KNOW</p> <ul style="list-style-type: none"> ● Master academic subjects ● Meet the University of California’s A-G Requirements. ● Show proficiency on the California Assessment of Student Performance & Progress exam. ● Perform successfully on college entrance exams. <p>2. DO</p> <ul style="list-style-type: none"> ● Use core competencies required to perform the role of a college student: inquiry, analysis, research, and creative expression in core content areas. ● Use 21st Century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively. <p>3. REFLECT</p> <ul style="list-style-type: none"> ● Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development. ● Revise work to proficiency based on feedback from teachers and peers.

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="background-color: #76b82a; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">Community Agreements</div> <div style="display: flex; justify-content: space-between; padding: 10px;"> <div style="width: 45%;"> <div style="background-color: white; padding: 5px; margin-bottom: 5px;">  <p style="text-align: center; background-color: #8e44ad; color: white; padding: 2px;">AGENCY</p> <p style="text-align: center; font-weight: bold;">WE WORK IN TEAMS TO GROW AS LEADERS.</p> </div> <div style="background-color: white; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #8e44ad; color: white; padding: 2px;">COMMUNITY</p> <p style="text-align: center; font-weight: bold;">We support and include each other in the community.</p>  <p style="font-size: 0.8em;">You can do this! We got your back!</p> </div> <div style="background-color: white; padding: 5px;"> <p style="text-align: center; background-color: #8e44ad; color: white; padding: 2px;">RESPECT</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>No matter what, we respect each other for who we are.</p> <p style="font-size: 0.8em;">"We Respect Others!"</p> </div> </div> </div> </div> <div style="width: 45%;"> <div style="background-color: #8e44ad; color: white; padding: 5px; margin-bottom: 5px; text-align: center; font-weight: bold;">GROWTH MINDSET</div> <p style="text-align: center; font-weight: bold;">We empower each other to try our best and grow from our mistakes.</p>  <div style="background-color: white; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; font-weight: bold;">We motivate our peers to spread positivity!</p>  </div> <div style="background-color: #8e44ad; color: white; padding: 5px; text-align: center; font-weight: bold;">JOY</div> </div> </div> <p style="font-size: 0.7em; margin-top: 5px;">Illustrations by: Nicole, Ariela, and Kendal</p>	<p>We are RESPECTFUL</p> <p>We uplift our COMMUNITY</p> <p>We practice JOY</p> <p>We strive for GROWTH</p> <p>We access our AGENCY</p>

DISTANCE LEARNING SECTION

Distance Learning - Introduction

Due to School Closure for COVID-19 safety precautions, many of our policies and procedures are adjusting. This part of the handbook has been updated to address policies and procedures that are different from when we are in-person. If there is a section not included in the Distance Learning portion of the document, you may assume that the policy remains the same as when we are in In-Person Learning and can refer to that section.

ATTENDANCE

Student attendance at advisory and all live Zoom classes is mandatory. Teachers will take attendance in Powerschool for each of these periods, using reports generated by Zoom. Students must ensure that their profile name is correct so that teachers are able to mark them present. Attendance will not be taken for small group sessions, office hours, or asynchronous lessons.

REPORTING AN ABSENCE: When a student will not be attending their Zoom classes, 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.

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.

Excused Absences	Unexcused Absences
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

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!

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. Letter 1 Notification
2. Letter 2 Notification and Attendance SART Meeting at Impact Academy
3. Letter 3 Notification and Attendance Review SARB Meeting at Envision Education

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.

Accessing Zoom Classes

Middle Grades:

At the beginning of each module, students will be issued a "Landing Page" by their advisory. The PDF document will be sent via email and will include a visual of the student's schedule, including links to Zoom classes.

High School:

Students will be invited to class via Google Calendar. All links to Zoom classes will be included in calendar invites. Each morning, the students should open their calendar to preview their classes for the day. Students will be invited to subsequent office hours and small group sessions using Google calendar. Students will be required to change their name in their Zoom profiles to reflect their first and last names.

Bell Schedule

Impact Academy Middle Grades Bell Schedule 2021 - 2022		Impact Academy High School Bell Schedule 2021 - 2022	
Regular Day Schedule		Regular Day Schedule	
8:45am SCHOOL DAY STARTS		8:45am SCHOOL DAY STARTS	
8:45 - 10:20	Period 1 / 4	8:45-10:20	Period 1 / 4
10:25 - 11:55	Period 2 / 5	10:25-11:05	Advisory
11:55 - 12:30	LUNCH	11:05-11:15	Break
12:30 - 1:10	Advisory	11:15-12:45	Period 2/5
1:15 - 2:45	Period 3 / 6	12:45-1:20	Lunch
2:45 - 3:00	Snack Break	1:20-2:20	Study Groups
3:00 - 3:40	Study Groups	2:25-3:55	Period 3/6
3:40pm SCHOOL DAY ENDS		3:55pm DAY ENDS	

STUDENT HEALTH AND WELFARE

Meal Services

Our Meal Service Provider is Revolution Foods. We are offering grab and go breakfast and lunch.

All meals are free for students.

Breakfast is served at 8:15am. Lunch Served Monday, Tuesday, Thursday and Friday.

Athletics

The Bay Area Charter School Athletic Conference has postponed all sports seasons due to COVID 19. Both the Middle Grades and High School will work with Athletic Director Coach Troy McCulloch to offer opportunities for students to engage in physical activity in a virtual capacity.

Academics

Exhibitions, Benchmarks and College Success Portfolio

Middle Grades: Exhibitions and 8th Grade Promotion Portfolio Defense

Students will participate in quarterly Presentations of Learning (PoLs). At the end of the year, in place of their fourth Presentation of Learning, 10th and 12th graders will present their portfolio defenses. Students will prepare for the PoLs in Advisory. There, they will develop their skills around our graduate profile competencies: COMMUNICATION, CRITICAL THINKING, AND COLLABORATION. Students will attend their Advisory Lab up to once a week, at the teacher's discretion, to get in-person support with preparing for PoLs.

High School: Exhibitions, Benchmark, and College Success Portfolio

Students will participate in quarterly Presentations of Learning (PoLs). At the end of the year, in place of their fourth Presentation of Learning, 10th and 12th graders will present their portfolio defenses. Students will prepare for the PoLs in their Grad Profile Lab class. This asynchronous class will provide students with twice-weekly opportunities to develop their skills around our graduate profile competencies: COMMUNICATION, CRITICAL THINKING, AND COLLABORATION. While students are taking their Grad Profile Lab class, they will attend Advisory Lab up to once a week, at the teacher's discretion, to get in-person support with preparing for PoLs.

STUDENT SUPPORT AND DISCIPLINE

While we are in distance learning, we expect students to continue to uphold our core values and code of conduct. We will follow the expectations and consequences outlined in the in-person section.

IN PERSON LEARNING

SCHOOL CONTACT AND SCHEDULE

School Contact Information

2560 Darwin Street, Hayward, CA 94545

info@es-impact.org

High School Phone (510) 300-1560

Middle School Phone (51) 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, SchoolReach, 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.

During 100% Distance Learning the school will be closed to all students and families. When it is safe to return to school, please adhere to the following procedures:

<p style="text-align: center;">Middle Grades <i>Drop-Off and Pick-up</i></p>	<p style="text-align: center;">High School <i>Drop-Off and Pick-up</i></p>
<p>Our middle grades students may arrive anytime after 7:30 am, which is when supervision begins.</p> <p>8th Grade families use the back parking lot. 6th and 7th grade families may use Darwin Street or the Back Parking Lot.</p> <p>No families may use the front parking lot.</p> <p>START OF THE DAY DROP-OFF: All students must be in class at 8:10 am. If your student is late to school, they must check into the main office first prior to entering class.</p> <p>END OF THE DAY PICK-UP: All students who are not in a sport/club, serving tardy time, or working with a teacher have 15 minutes to leave the campus, be picked-up or, take public transportation home. 3:20 pm on Monday, Tuesday, Thursday and Friday. 1:30 pm on Wednesdays.</p>	<p>Our high school students may arrive anytime after 7:30 am, which is when supervision begins. Hallways are off limits until 8:25 am, unless a student has a 0 Period.</p> <p>START OF THE DAY: All students must be in class at 8:30 am. If your student is late to school, they must check into the main office first prior to entering class.</p> <p>PICK-UP: All students who are not in a sport/club, in detention, or working with a teacher have 15 minutes to leave the campus, be picked-up or take public transportation home. This is 4:00 pm on Monday, Tuesday, Thursday and Friday. On Wednesdays, students should head home by 1:20 pm.</p>

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. A student must drive one year before others can accompany them in the car.

Students must register their cars by completing a registration form (available in the main office) and submitting it to the Vice Principal of Operations. 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 7:30 am and must leave school 15 min after school ends unless accompanied by an adult, attending office hours, 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.**

California Law states that a student who has had their license for **less than 12 months** may not give anyone under 20 years old (friend, sibling, cousin, etc.) a ride unless they have a licensed parent/guardian or other adult 25 years old or older in the car with them. Students are also not allowed to drive between 11 pm and 5 am during the first year after getting a license unless they have a licensed parent, a guardian or other adult 25 years old or older in the car. If a student is over the age of 18 and/or has had their license for over 12 months wishes to drive a fellow student, both sets of parents must write a letter requesting this permission, after which an administrator will follow-up in person or over the phone.

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

During 100% Distance Learning the school will be closed to all students and families.

When it is safe to return to school, please adhere to the following procedures:

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. 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 classroom or cell phone for this purpose, unless in the office.

ATTENDANCE

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.

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.

Excused Absences	Unexcused Absences
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

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.

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. Letter 1 Notification
2. Letter 2 Notification and Attendance SART Meeting at Impact Academy
3. Letter 3 Notification and Attendance Review SARB Meeting at Envision Education

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

Meal Services

Impact Academy provides breakfast and lunch daily at a free, reduced, or pay rate.

Middle Grades	High School
<p style="text-align: center;"><i>Breakfast</i></p> <p>Breakfast costs \$.40. For students who do not qualify for free or reduced lunch the cost for breakfast is \$1.50.</p> <p style="text-align: center;"><i>Lunch</i></p> <p>A healthy lunch will be provided daily, except for Wednesdays. For students who do not qualify for free or reduced lunch the cost for lunch is \$3.25.</p> <p>For the first 15 minutes of lunch, all students eat in the cafeteria. After they eat, they can spend time in three areas: the field, the cafeteria, or the middle grades campus.</p> <p>To facilitate a cohesive and safe school community during lunch, students should not be in the hallways, the front of the school, the parking lot, or behind the portables. 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>Breakfast costs \$.40. For students who do not qualify for free or reduced lunch the cost for breakfast is \$1.50.</p> <p style="text-align: center;"><i>Lunch</i></p> <p>A healthy lunch will be provided daily, except for Wednesdays. Reduced lunch costs \$.40. For students who do not qualify for free or reduced lunch the cost for lunch is \$3.25.</p> <p>During lunch, students should eat in the cafeteria or in the courtyard. After they eat, they can spend time in four areas: the field, the cafeteria, the courtyard, or the basketball court.</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, guardians will be notified if a student requests an ice pack or has an other health related request.

Whenever possible, 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 form 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 receive 2 grades for each Course:

- **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).
- **Progress Grade**
 - Students are required to make progress and participate. The progress grade is based on improvement, progress, participation, and meeting deadlines. Scores appear in the grade book as a number 0-4 (see below).

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 180 Credit Units.

Results of the multiple evaluations will be reported as a Letter Grade as follows:

- A = the grade point equivalent to 4.0 in the course
- B = the grade point equivalent to 3.0 in the course
- C = the grade point equivalent to 2.0 in the course
- NC = Insufficient Evidence or Growth Towards Standard to Earn Credit. Any mark in any course that dips below the level of "C-" is considered NC and no credit towards graduation will be awarded

Throughout the school year, high school teachers will begin using practices that are more aligned with standards-based grading, with the intention of being fully standards-based by the 2021-2022 school year. Students will see grades in PowerSchool reflecting the grading scale:

Numeric Value	Rubric Descriptor	Grade Points	Powerschool Percentage
4	Advanced	4	100%
3	Proficient	3	70%
2	Developing	2	50%
1	Emerging	1	30%
NC/M	Work is missing	0	0

Letter Grade NC/0: Student has not submitted a *formative* assignment

***Letter Grade M:** Student does not submit a *summative* assignment

*Summative Tasks/Assessments not turned in are given an “M” and families and students are contacted to ensure that the severity of that assignment is understood. Students are expected to complete the assignment because it is core to the unit. Communication throughout the semester to family is necessary AND a conversation with family to switch M’s to 0’s at the end of semester must be had before the letter grade switch occurs.

High School Graduation Requirements

1. Create, present, and pass a College Success Portfolio at the end of 12th grade.

Mastery of the three Envision Schools Grad Profile Competencies

- Think Critically
- Collaborate Productively
- Communicate Powerfully

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

- English – 4 years
- Mathematics – 3 years
- Science – 2 years
- History/Social Science – 2 years
- 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 11th and 12th grade WLE (waived due to Distance Learning)
- Pass the WLE presentation in 11th and/or 12th grade
- Apply to at least 1 college, university, or post-secondary program

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 6 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 6 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 must meet the following minimum credit requirements in order to promote from one grade to the next.

Promotion	Minimum Required Credits
9 th to 10 th grade	60
10 th to 11 th grade	120
11 th to 12 th grade	180
12 th grade to graduation	230

Credits are earned by receiving at least a C- grade for work completed over a semester. Courses that are repeated to bring up a grade are not included in the total number of credits. Minimum credits may not be made up of more than 20 elective credits until such time that all core requirements are complete.

Exhibitions, Benchmarks and College Success Portfolio

Middle Grades: Exhibitions and 8th Grade Promotion Portfolio Defense

Students will participate in 2 exhibitions a year. The 1st Exhibition will occur in the fall semester and the 2nd during the Spring Semester. 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. For promotion from 8th to 9th grade, students must successfully pass their 8th Grade Promotion Portfolio Defense.

High School Exhibitions:

Students will continue to have the opportunity to present in school-wide exhibitions of learning at the teachers' discretion. Planning for virtual exhibitions takes lots of time and skill and so teachers may opt to postpone Exhibitions until we return to in-person instruction. Benchmark in the 10th grade, and Graduation Portfolio in the 12th 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 10th grade student (regardless of transfer status) must successfully complete and pass a Benchmark Portfolio presentation at the end of the year. In order to graduate from Impact Academy, each 12th grade student must successfully complete and pass the Graduate Portfolio.

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.

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 teacher syllabus for grade level specific policy.

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

Unexcused Absence or Tardies: Please reference teacher 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 (high school) or Brightspace (Middle Grades) on our website to see updated grades. Progress reports are sent home approximately every 6-12 weeks in the high school, and once per quarter in the Middle

Grades. 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 or progress mark, citizenship mark, report of attendance, and teacher comments.

Academic Support

PowerSchool (High School) and **Illuminate (Middle Grades)** are our online attendance and grade-keeping tools that allows our faculty and families to quickly and accurately search student records. We encourage families and caregivers to use PowerSchool and Illuminate to check the status of the grades, attendance, and assignments. Discipline information of their students can be found on Kickboard.

Office Hours: In college, professors hold “office hours” to help students on an individual basis. At Impact Academy, we replicate this practice as a way of encouraging our students to reach out for extra help when they need it. Office Hours are available every day for students. Students receiving passing grades but feeling as though they need additional support in any course can attend a teacher’s office hours. At times teachers may require office hour attendance (Mandatory Office Hours) for students who are failing or are in need of extra help. Office hours generally take place in a teacher’s classroom. Times of the office hours are based on the availability of the teacher. Please check our website for updated office hour schedules.

Academic Integrity Policy

Impact Academy takes academic integrity seriously. Plagiarism 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 offer verbal help or pass notes to other students regarding a test. 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 1st Offense = Student receives a referral and attends office hours for one hour

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

High School College Counseling

Impact Academy has a full time College Counselor 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 Permits

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. Depending on the job, students may be able to receive a pass/fail elective credit. 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

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: Restoration
- 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 Restoration
- Step 5 Referral

High School: Upper Division (UD) Classroom Management Plan

- Step 1 Verbal Reminder
- Step 2 Check-In
- Step 3 Restoration
- 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 another classroom space 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 the cooperating teacher. 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.

Restorations in High School

Students can be assigned a restoration 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 receives a restoration, it means that they will be required to meet with that teacher to work on repairing whatever harm was caused in class. Restorations 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 restoration within one week after receiving it. If the student does not serve their restoration, the student will receive a referral, and is still expected to serve their restoration with the teacher who assigned it. Usually restorations take place after school, although sometimes a staff member may hold restorative conversations during lunch, between classes, or before school.

Core Values- IMPACT

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- IMPACT

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

Teachers Should Follow Behavior Mgt Plan

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

Immediate Referral Behaviors

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

***Suspension may occur due to the severity of the situation and Harm circle 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 extinguished, 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 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. Gum is never permitted on campus.

Dress Code

Student and staff dress should be appropriate for a positive learning environment. Optimally, students and staff will dress each day as though they are going to work in an academic environment.

1. Pants, skirts, and shorts at or above the hips. (Staff will respectfully remind students who are sagging to pull their pants up.)
2. No gang-related clothing or accessories.
3. No clothing, other apparel, and accessories that could be construed as sexual, violent, inappropriate (such as drugs and alcohol), or gang-related.

Students who are not in compliance with the dress code will be sent to the office to remove or change inappropriate garments. These garments will need to be picked up from the office by the student's parents. The office will keep t-shirts and sweats for students to change into, or the student's parent/guardian may bring a change of clothing. Repeated behavior of bringing or wearing inappropriate garments may result in a referral or behavior contract. Impact Academy is not responsible for lost or stolen items.

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 a parent will have to pick them up.

Electronics

Electronics of any kind (including but not limited to cell phones, Mp3 players, cameras, bluetooth speakers, earphones/earbuds, etc) are not permitted from the start of the school day until the end of the school day, *unless it is in recognition of positive behaviors in the classroom by teacher.*

HIGH School and Middle Grades Electronics Policy

Electronics, including phones and headphones, should be kept hidden at all times.

Cell Phone Ladder:

1. Warning- Ask student to put away cell phone and focus
2. Confiscate phone; Enter into Kickboard; Give to Maria/Kathy as soon as possible.
 - *1st time=Phone is kept all day but returned to student at the end of the day,
 - *2nd time=Phone is kept all day; Parent is notified; Parent has to pick phone up in office
 - *3rd time= Student will be placed on a *Student Support Plan*. This requires students to leave

their phones (or headphones) in the office in the morning before classes, and they may pick up the item after classes in the afternoon. A parent or guardian will be required to come to review the plan with the student and an administrator.

*If a student fails to give up the electronic device when asked by any staff member, they will receive an instant referral and the item will be confiscated until the parent picks it up.

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. **Parents should not call or text your child during the school day, 8:30am-3:50pm, because the phone will be confiscated if the student is caught using it.**

Public Display 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, open-mouth kissing, and/or excessive body-to-body contact. Students displaying excessive PDA will be given a warning, restoration or referral if the behavior continues.

Tardy Policy

We have 7 years to prepare our students for success in college. Therefore, it is essential that students arrive to class on time so that instructional time is maximized. It is also tantamount 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.

Middle Grades <i>Tardy Policy</i>	High School <i>Tardy Policy</i>
<p>Middle Grades Clocks Our middle grades does 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>Morning Tardies 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</p>	<p>High School Bells 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>Morning Tardies 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.</p>

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. School Begins at 8:10 am everyday. Students who are not in class at 8:10 am are considered Tardy and the student's guardian will be contacted. Students who are consistently more than thirty minutes late will receive a Tardy Truant and begin the SARB process.

Tardies Between Classes

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 agency card to support in this area of growth.

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. All morning tardies will result in a Tardy Time. If a student is tardy in the morning, the student's guardian will be contacted. Students need to be in class by 8:30. Students will serve Tardy Time for any unexcused tardies. Students who are consistently more than thirty minutes late will receive a Tardy Truant and begin the SARB process.

Tardies Between Classes

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. All unexcused tardies will result in a Tardy Time.

High School Tardy Time

A student who is ***unexcused tardy*** in the morning or to any class will serve 15 minutes in Office Hours for every 3 tardies received. 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.

Ditching Class, School, or Work Learning Experience (WLE)

If a student ditches class, school, or their WLE, they will receive a referral and will be assigned mandatory office hours. A student is considered "ditching" 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 ditching.

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 ("restorations") are our primary system to model, teach, and practice desired behaviors with our students. When a student receives a restoration, 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

- **1st Offense** = Referral or Restoration (depending on the severity)
- **2nd Offense** = Referral and loss of technology privileges for the remainder of the quarter.
- **All Subsequent Offenses** = Referral and Admin, Advisor, Parent/Guardian, Student, Conference with creation of a Technology Behavior Plan

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 Drug Policy and move forward on the path toward restoration 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 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:

1st incident: Parents contacted and student must be picked up immediately. Student receives a referral. Student/family receives a copy of this policy.

2nd 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.

3rd 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 recommended for expulsion.

1st incident: Family is contacted and a meeting is required and a behavior contract is developed. Student receives a referral. Student/family receives a copy of this policy.

2nd 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 mandatory counseling.

3rd 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.

1st	<ul style="list-style-type: none"> ■ Admin conference ■ One-hour office hours ■ Teacher/admin calls home and notifies advisor ■ Loss of two games/extra-curricular events ■ Restorative consequence (see “Restorative Practices” on p.32)
2nd	<ul style="list-style-type: none"> ■ Admin conference ■ One-hour office hours ■ Teacher/admin calls home and notifies advisor ■ Loss of two games/extra-curricular events ■ Restorative consequence
3rd	<ul style="list-style-type: none"> ■ Admin conference ■ One-hour office hours ■ Teacher/admin calls home and notifies advisor ■ Admin/parent/student conference ■ Loss of extracurricular privileges for quarter ■ Restorative consequence
4th	<ul style="list-style-type: none"> ■ Admin conference ■ One-hour office hours ■ Teacher/admin calls home and notifies advisor ■ Advisor recommends student for counseling** ■ Advisor begins Student Support Team process** ■ Dismissal from team/extracurricular group ■ Restorative consequence
5th	<ul style="list-style-type: none"> ■ Admin conference ■ One-hour office hours ■ Teacher/admin calls home and notifies advisor ■ Parent/guardian shadow for one day ■ Loss of extracurricular privileges for quarter ■ Restorative consequence
6th	<ul style="list-style-type: none"> ■ Admin conference ■ One-hour office hours ■ SST Team, lead by grade level admin, creates Behavior Contract ■ Loss of extracurricular privileges for quarter ■ Restorative consequence

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 steps

** indicates where consequence/action may be done sooner if 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 should take place:

- a) Admin-student conference
- b) 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, as warranted by the severity of the behavior.

IAMG Referral Ladder of Supports and Consequences	
1st	<ul style="list-style-type: none"> ● Admin Conference ● Teacher/Admin calls home with student and notifies advisor ● Loss of 2 games/extracurricular events ● If appropriate, public apology to to the community that was harmed
2nd	<ul style="list-style-type: none"> ● Admin Conference ● Teacher/Admin calls home with student and notifies advisor ● Loss of 2 games/extracurricular events ● If appropriate, public apology to to the community that was harmed
3rd	<ul style="list-style-type: none"> ● Admin Conference ● Teacher/Admin calls home with student and notifies advisor ● Parent/Advisor/Teacher/Student/Admin Conference ● Agency Card ● Loss of games/practices and extracurriculars for rest of quarter ● If appropriate, public apology to to the community that was harmed
4th	<ul style="list-style-type: none"> ● Admin Conference ● Teacher/Admin calls home with student and notifies advisor ● Parent/Advisor/Teacher/Student/Admin Conference ● If appropriate, public apology to to the community that was harmed ● Counseling Referral by Advisor** ● Beginning of SST Process by Advisor**
5th	<ul style="list-style-type: none"> ● Admin Conference ● Teacher/Admin calls home with student and notifies advisor ● Parent/Advisor/Teacher/Student/Admin Conference ● If appropriate, public apology to to the community that was harmed ● Parent Shadow OR Advisor/Teacher Home Visit**
6th	<ul style="list-style-type: none"> ● Admin Conference ● Teacher/admin calls home and notifies advisor ● Parent/Admin/Advisor/Student Conference with creation of Behavior Contract**

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 steps

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

Bullying Behavior Chart*

LEVEL ONE (warning/mediation/restoration/referral depending on severity)					
Physical Bullying Harm to someone's body or property		Emotional Bullying Harm to someone's self-esteem or feeling of safety (including social media)		Social Bullying 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
LEVEL TWO (some of these behaviors are against the law) (referral & possible suspension)					
Physical Bullying Harm to someone's body or property		Emotional Bullying Harm to someone's self-esteem or feeling of safety (including social media)		Social Bullying 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)

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

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

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 schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 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

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

Middle Grades Sports	High School Sports
Cross Country	BACSAC Boy's Soccer (August-November)
Boy's Soccer (August-November)	BACSAC Girl's Volleyball (September-November)
Girl's Basketball	BACSAC Cross Country (Fall/Spring)
Boy's Basketball (November - March)	Girl's Basketball (BACSAC) Boy's Basketball (BACSAC) (November - March)
Girl's Soccer (February - May)	Baseball (BACSAC) (December - May)
	Girl's Soccer (BACSAC) (February - May)
	Club Flag Football (Coed) (March-June)

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 (**High School Only**)
- Overall GPA should be maintained at a 2.7 (High School Only)
- 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 – Standards & Progress Grades (**Middle School Only**)
- 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:
 - 1st, referral = 2 game suspension
 - 2nd, referral = 2 game suspension
 - 3rd, 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 **weekly** 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)
 - Student 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 Week: 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: 4 advisories that are the overall winner of GPA jump, decrease in referrals, Benchmark Portfolio (BP) and College Success Portfolio (CSP) deadlines, and Community Meeting (CM) competitions will win a small monetary prize for advisory party or trip.

Transportation

There is a bus stop very close to the school. Buses 22, 83, and 86 stop at this location. For information about how your child can use public transportation, see our Main Office or visit: www.511.org.

High School Workplace Learning Experience

In 11th and 12th grade, all students participate in the Workplace Learning Experience, or WLE. One day a week for three months, 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 the three months, they 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.**

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 at school.

Student Leadership

Middle Grades <i>Student Leadership</i>	High School <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 of and works closely with their advisor and the Vice Principal.</p> <p>Elections will be held annually. The GPA requirement for participation in all leadership roles is 2.7. Students who earn referrals and restorations will lose the privilege of leading.</p>

Clubs and Partner Organizations

Middle Grades <i>Clubs and Partners</i>	High School <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, and then they must find a faculty member to sponsor the club. 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 Middle Grades also partners with various organizations in the Hayward Area that can benefit students in their journey to reach college. Impact Academy Middle Grades believes that as a member of the community, it is also important to bring the community onto</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 include but are not limited to: Yearbook Club, Art Club, Environmental Club, MEChA, GSA (Gay/Straight Alliance), Science Club, Engineering Club, Robotics Club, 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. This year we are continuing to partner with College Spring.</p>

<p>the campus. This year we are continuing to partner with Dan Dan Performing Arts Center, Code HS, and Developmental Designs. DanDan Performing Arts Center has been a key feature in our after school program with students participating in a small choir, and dance group to explore and enrich their personal talents. Code HS, currently featured as a zero period class in the High school will now be open to middle grades students during flex wednesdays to build upon the foundations of Coding and mathematical reason that is a key and important feature of computer science.</p>	<p>College Spring partners with schools and community-based organizations to offer a high quality SAT and college preparation program for low-income high school students. All juniors will benefit from SAT prep during Academic Seminar this year. College student mentors will be on campus during the second semester to work with juniors.</p>
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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 – 7:30 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)



TECHNOLOGY USE AGREEMENT

Computer and Internet access is available to Impact Academy. The Internet offers vast, diverse, and unique resources to our school community. Our goal in providing this service to students, staff, and administrators is to promote educational excellence through resource sharing and communication that is curriculum based.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Impact Academy has taken reasonable precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover inappropriate information. Impact Academy firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain unsuitable material.

NETWORK AND INTERNET ETIQUETTE:

All users are expected to abide by the generally accepted rules of network etiquette:

- BE POLITE. Never send or encourage others to send abusive messages.
- Use appropriate language.
- Do not monopolize the system.
- Do not download large files or stream music/video without prior authorization.
- Do not give out personal information about yourself or others, including name, address, or telephone number.
- Do not call attention to inappropriate material. Remove such material from the screen immediately.
- Note that electronic mail (e-mail) is not guaranteed to be private.
- All Impact students should use their Impact e-mail address when corresponding with staff and fellow students.

ACCEPTABLE USE:

The use of the school computers and the Internet must be in support of education and research and consistent with the educational objectives of Impact Academy. The following represents inappropriate uses and may violate state or federal law:

- Using the network for commercial purposes (to make money)
- Using the network for political lobbying
- Using the network to inappropriately obtain or use personal information about others

- Using the network for destructive purposes (destroying or damaging property directly or via viruses or deleting software)
- Using the network for stealing from others (data, passwords, software programs, accounts, etc.)
- Using the network for gaining unauthorized access to any network or database
- Using the network to send/receive a message with someone else's name on it
- Using the network to send/receive a message that is inconsistent with Impact Academy's Big 3.
- Transmission of copyrighted material (software, text, graphics) and material protected by trade secret
- Transmission of threatening, harassing, racist, or obscene material
- Using the network for purposes unrelated to business or instruction (except incidental personal use)
- USING THE NETWORK TO ACCESS CHAT ROOMS, IRC, AOL INSTANT MESSENGER, AND OTHER SYNCHRONOUS MODES OF COMMUNICATION

All students at Impact Academy will sign a Technology Acceptable Use Agreement. Any student who is caught violating the acceptable use policy may receive a detention or a behavior referral depending on the severity of the misuse. Students may also lose their technology privileges for the rest of the Quarter. Students will then be placed on acceptable use technology contract for the remainder of the school year.

RESPONSIBILITIES / LIMITS:

Impact Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing and assumes no liability or responsibility for damages of any kind which the user may sustain as a result of using this internet service. This includes, but is not limited to, losses relating to delays in transmission, receipt, or interruptions in service. Impact Academy assumes no liability for the use or misuse of any information received or obtained via the network or the Internet. The user assumes all risk of such use or misuse. Impact Academy in no way assumes any liability for the accuracy or quality of any and all information received or obtained through the network or the Internet.

Chromebook 1-1 Policy

At Impact Academy we know that access to technology is a vital part of achieving our mission. Beginning this year, each student will have a school-issued chromebook to use throughout their time at Impact Academy. Students **must treat this chromebook with the utmost care because they will use the same chromebook until graduation. Students and their family will be held responsible for the loss or damage of the chromebook.** Students should also be responsible of how they use their chromebook and the internet. When using school technology, students must be responsible because internet activity and communication is **not private**.

Below you will find excerpts from the 1-1 Technology Agreement form all students and families must sign before students are (re)issued their Chromebook each year. For the entire Agreement Form, please contact the office.

Policies (Excerpt from Chromebook 1-1 Policy)

- Each student will be assigned the same Chromebook for the duration of his/her time at Impact Academy. Students are responsible for general care and maintenance of the Chromebook they have been issued. The purpose of the 1-1 Chromebook program is to accelerate the learning of all students towards college-readiness as supported by teacher directions and instruction.
- The Chromebook will remain on campus at all times. It will be checked out and back into the same cart at the start and end of each day.
- Each Chromebook will be assigned to an individual student and the serial number/asset tag will be recorded. The Asset tag may not be modified or tampered with in any way.
- Students and parents must read and sign the “1-1 Technology Use/Loan Contract” before a Chromebook can be issued to the student.

If Broken/Malfunctioning

If a Chromebook is broken or fails to work properly, the student must notify their teacher, and deliver the Chromebook to the office for a loaner chromebook.

The student is responsible to cover the cost of any damage caused by misuse, abuse or accidents not covered under the vendor warranty. Every effort will be made to repair the Chromebook however, if a replacement is deemed necessary, the student will be charged \$300. The student will be informed of any/all cost to repair/replace via email as soon as the IT Coordinator knows the cost.

Impact Academy Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Also, never personally attempt to repair or reconfigure the Chromebook.

If Lost

If a Chromebook is lost, go to the Office to file a report and receive a loaner Chromebook. This report will be reviewed by administration for a meeting to discuss the details of the report. After all details of the lost Chromebook are understood by all parties, the student and family will be notified about next steps for obtaining a replacement. If the lost Chromebook is the result of student behavior or negligence, the student’s family will be charged to replace the Chromebook, \$300.

Loaner Chromebooks

In the event that a student needs to receive a loaner Chromebook (in the case of a broken, malfunctioning, or lost Chromebook), students will need to follow the same policies, processes and expectations for their loaner chromebook.



BULLYING, HARASSMENT, DISCRIMINATION, AND INTIMIDATION

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 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 or his 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 his/her 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 Impact Academy administration 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, he/she 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 Schools 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>

Impact Academy expects our students to adhere to the following Bullying and Harassment Policies:

- Any student who engages in bullying including cyber-bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to an Impact staff member.
- Students can rely on staff to promptly investigate each complaint of any type 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 Schools' 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 receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of this student handbook.
- Impact Academy 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 Schools 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 school 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 Schools 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

Impact Academy 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, he/she 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.

Impact Academy 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, he/she may contact the principal or designee. If the complaint is against the principal then the person can contact the Envision Schools 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 him/her 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 Schools office. The Chief Executive Officer or designee will have 30 days from the receipt of the complaint to render a decision. The decision of the Chief Executive Officer or designee will be final.



STUDENT RECORDS AND FERPA

Family Educational Rights and Privacy Act¹ (“FERPA”) provide that a parent has the right to inspect and confirm the accuracy of education records relating to his or her 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 Schools 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 are notified of their review rights, parents 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 Schools. Such information includes but is not limited to:

- a. Date and place of birth; parent and/or guardian’s address, and where the parties may be contacted for emergency purposes.
- b. Grades test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended;
- g. 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 Schools 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.

a. 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.

b. 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.

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 Schools 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 Schools to disclose records, without consent, to the following parties:

- a. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- b. Other schools to which a student is transferring;
- c. Certain government officials listed in 34 C.F.R. Part 99 in order to carry out lawful functions;
- d. Appropriate parties in connection with financial aid to a student;
- e. Organizations conducting certain studies for the school;
- f. Accrediting organizations;
- g. Individuals who have obtained lawful court orders or subpoenas;
- h. 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 Schools 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**



UNIFORM COMPLAINT POLICY

The Envision Board recognizes that Envision Schools is responsible for complying with applicable state and federal laws and regulations governing educational programs.

Envision Schools 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, child care and development programs, child nutrition programs and special education 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 discrimination, or a violation of a federal or state law within the following programs:
 - * Adult Education

- * Career/Technical Education
 - * Child Development
 - * Consolidated Categorical Aid
 - No Child Left Behind (NCLB)
 - State Compensatory Education
 - State Program for Students of Limited English Proficiency
 - School Improvement
 - Tenth-Grade Counseling
 - Tobacco-Use Prevention Education
 - Peer Assistance and Review
 - School Safety and Violence Prevention Act
 - * Migrant and Indian Education
 - * Nutrition Services
 - * Special Education
 - * Discrimination
 - * Harassment
 - * Civil Rights Guarantees
- 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 misassignment 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.

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:

Laura Robell, Chief Schools Officer
 111 Myrtle St., Suite 203
 Oakland, CA 94607
 (510) 451-2415
 (510) 451-2768 fax

The Director 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 Director or designee.

Notifications

The Director or designee shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of Envision’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.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. 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)

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 staff shall help him/her 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: Final Written Decision

The report of the Envision decision shall be in writing and sent to the complainant. (5 CCR 4631) The report of the Envision decision 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.

This 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 15 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 decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the Envision decision. 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 decision and must include a copy of the locally filed complaint and the Envision decision. (5 CCR 4652)

The California Department of Education may directly intervene in the complaint without waiting for action by Envision 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.



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 his/her disabling condition.
2. Have Impact Academy 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 Impact Academy 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 he/she is 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 Impact Academy.
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 Impact Academy 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

Impact Academy refuses this request for amendment, Impact Academy 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 Impact Academy'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, Region IX
50 United Nations Plaza - Room 322
San Francisco, CA 94102
(415) 437-8310

For information or concerns about Section 504 of the Rehabilitation Act of 1973 at Impact Academy contact the Vice Principal of Student Support



NOTICE OF NON-DISCRIMINATION

Envision Schools 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.

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 school 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 or unauthorized materials in the search.

A principal or designee may conduct a reasonable search of a student's person, property, school property under student's control, or vehicle when there is a reasonable suspicion that the search will uncover evidence that s/he is violating the law or school rules. This may include but is not limited to illegal substances, drug paraphernalia, weapons, or other objects or substances that may be injurious to the student or others. The scope of the search must be reasonably related to the objectives of the search and not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Employees shall not conduct strip searches or body cavity searches of any student. The parent/guardian will be notified if the search of a student's person has taken place. This policy applies to field trips and other instances where students are not at the school site but participating in a school sponsored activity.

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.



SEARCH AND SEIZURE POLICY

Overview

The occurrence of incidents that may include the possession of firearms, weapons, alcohol, controlled substances, or other item of contraband prohibited by law, or Envision 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 and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials in the search.

Notice

Written notice of this policy shall be provided to students and their parents and/or guardians at the beginning of each school year and upon enrollment during the school year. This can be accomplished via a summary in the Student Handbook.

Student Searches

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

1. The principal had a reasonable suspicion that the search would turn up evidence of a crime or violation of school rules.
2. Articulate 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.
3. 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.
4. 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
- 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 of OPS/SS) 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 parent/guardian 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, unauthorized, or contraband 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 may be taken according to school policies.