

# CITY

## ARTS & TECH HIGH SCHOOL



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# Student Handbook

## 2018-2019

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325 La Grande Ave  
San Francisco, CA 94112  
(415) 841-2200  
<https://es-cat.org/>

# WELCOME!

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Dear CAT Students and Families,

For those of you who are new to the CAT community and for those who are returning, I would like to welcome you to the start of the 2018-19 school year!

This coming school year we have two main goals – to increase our parent engagement efforts *and* to increase the percentage of students who are considered “college-ready” before graduating high school. These goals are *not* mutually exclusive. In fact, I strongly believe that we cannot accomplish one without the other. Since the introduction of Common Core State Standards and more rigorous statewide assessments, our community has worked hard to increase academic expectations and achievement across all grade levels. From grade level college-prep presentations and core value awards, to the addition of several new Advanced Placement courses, our focus has been on providing CAT students with greater access to the knowledge and skills needed to succeed in college and beyond. For our graduates, this means they will *not* have to take remedial classes in college and are far more likely to graduate with a bachelor’s degree in 4-6 years.



**Brianna Winn, CAT Principal, with  
Tony Calvo, recent CAT graduate**

We know that with the full support of our families and broader community, we can improve the academic achievement of *all* of our students. For this reason, the CAT staff is greatly devoted to increasing communication and collaboration with our families this upcoming school year. One effort to increase family communication is through our newly-created *College Pathways Guidelines* which are included in this handbook. The *College Pathways Guidelines* are intended to clarify the following crucial information for our college-going students and their families: which classes students must take to graduate from CAT on time, what happens when students do not pass these classes, the criteria for repeating a grade level, and the process used to make these decisions. Additionally, this year we are launching a new parent engagement initiative called the *CAT Leadership Council*. Similar to the CAT Parent Alliance, this group will meet once a month to discuss important topics and events relevant to the CAT community. However, there are key differences between the former CAT Parent Alliance and the *CAT Leadership Council*. For example, the *CAT Leadership Council* will be a decision-making body comprised of CAT staff members, students, *and* families. While important topics and events will be covered, the primary purpose of our meetings will be to collaborate and take collective action on projects that will positively impact the academic, social-emotional, and extracurricular experiences of our students. Student and parent participants will be identified following our first *CAT Leadership Council* meeting in late August.

If you are unable to attend the monthly *CAT Leadership Council* meetings, you will still receive pertinent information about upcoming school events every week in my “Weekly Principal’s Message.” This is an automated message that is sent to all CAT families every Sunday night at 7:00 pm. The phone number that receives the automated calls each week is the primary contact number listed in Powerschool. To update this information, or to request *not* to receive the weekly automated calls, please contact the Main Office and request to speak with our School Manager, Jessica Biell. **Please note that we will also post all “Weekly Principal’s Messages” on the CAT website this year at <https://es-cat.org>.**

In closing, this handbook is intended to inform families of CAT's policies and procedures. If you have questions, concerns or comments, please do not hesitate to contact us. We can be reached at (415) 841-2200.

We look forward to working with you this year!

With regard,

Brianna Winn, Ed. M  
Principal, City Arts and Technology High School  
Email: [bwinn@es-cat.org](mailto:bwinn@es-cat.org)

## Our Mission

CAT's mission is to inspire and prepare ALL students to enter, graduate from, and succeed in a four-year college and in life.

## Our Purpose

Justice, prosperity, and democracy require that all students, and especially socio-economically disadvantaged students, succeed in high school and college. The CAT community is committed to transforming the high school experience so that ALL of our students graduate from high school with the knowledge, leadership skills, and core values needed to graduate from a four-year college.

## Our Core Values

At CAT, WE ARE...

**Persistent Learners:** We challenge ourselves to pursue greater opportunities.

We strive for high expectations; We aren't satisfied with mediocrity.

We push through adversity to reach our goals.

We never give up on ourselves or our community.

**Responsible Leaders:** We support our peers and push them to excel.

We code switch in academic and professional settings.

We are respectful to others and hold ourselves accountable for our actions.

We reflect on our mistakes to improve and grow as leaders.

**Engaged Scholars:** We come to school focused and ready to learn.

We are mentally present in class and stay on task.

We participate and ask questions to encourage critical thinking.

We believe hard work pays off in school and life.

**Compassionate Upstanders:** We support all members of the CAT community.

We promote a collaborative learning environment.

We are committed to building meaningful relationships.

We empathize with the perspectives of others.

## Our Method: The Envision Schools Educational Model

Four specific principles ground the innovative Envision model.

**Rigor:** Every CAT student engages in a rigorous, standards-based college-prep curriculum that meets or

exceeds the course requirements for the UC/CSU systems.

**Relationships:** Advisors guide students academically and socially in advisory groups throughout a student’s high school career.

**Relevance:** Interdisciplinary, project-based work, and field studies are at the heart of the CAT learning experience. Students exhibit their projects to the entire school community, and art and technology is integrated into the curriculum.

**Results:** CAT holds its students accountable to rigorous outcomes. CAT graduates must meet UC/CSU entrance requirements, complete a Work Learning Experience Career Exploration Internship, apply to at least one 4-year college or university, and pass their College Success Portfolio and Defense.

## The Envision Schools College Success Portfolio (CSP)

College readiness and success are measured not by student GPAs and course completion, but also by a set of key cognitive strategies, content knowledge, and academic behaviors (Conley, 2011). Likewise, the Common Core Standards have embraced the idea that students need to develop the cognitive strategies and skills that are linked to success in our increasingly complex society. At Envision Schools, we have developed a portfolio assessment process that explicitly assesses students’ college readiness. In the Envision portfolio assessment model, we call these areas of knowledge and skill the *Envision Core Competencies*.

Success in college and in life not only requires that our students use their agency to direct their lives in meaningful ways, but to use their unique voice to advocate for change in our communities and society. City Arts and Technology High School and Envision Schools are deeply committed to the idea of education for leadership, and seek to connect students to an understanding of their own development as leaders. Along with academic knowledge and skills embedded in the *Envision Core Competencies*, the *Envision Leadership Skills* complete our vision for what it means to be prepared for success in college and in life.

Core Academic Competencies	Leadership Skills
Research	Communicate Powerfully
Inquiry	Complete Projects Effectively
Analysis	Think Critically
Creative Expression	Collaborate Productively
Work Learning Experience	

## Our Instruction

Our students learn, use what they’ve learned, and reflect on their learning.

### 1. Learn & Know

- Master academic subjects
- Meet the University of California’s A-G Requirements.
- Perform successfully on college entrance exams.

2. Use what you've learned - Do something with your knowledge
  - Use core academic competencies 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.
  
3. Reflect on what you've learned
  - 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.
  - Present and defend your work, learning, and growth to your teachers, peers, and family.

## SCHOOL CONTACT AND SCHEDULE

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### School Contact Information

325 La Grande Ave  
 San Francisco, CA 94112  
 (415) 841-2200  
<https://es-cat.org/>

### School to Home Communication

At CAT we do our best to see that the families of our students are well informed of all events and activities at the school. For the best access to our communication, it is imperative to keep the school informed of any changes regarding student information, including mailing address, email address, and telephone numbers.

### Bell Schedule

<i>Monday (397)</i> <i>JJSE 11:00 - 11:45</i>	<i>Tuesday (397)</i> <i>JJSE 11:00 - 11:45</i>	<i>Wednesday (265)</i> <i>JJSE 11:00 - 11:45</i>	<i>Thursday (397)</i> <i>JJSE 11:00 - 11:45</i>	<i>Friday (397)</i> <i>JJSE 11:00 - 11:45</i>
<u>Period 1</u> 8:30 - 9:32 (62)	<u>Period 6</u> 8:30 - 9:23 (53)	<u>Period 1</u> 8:30 - 9:10 (40)	<u>Period 6</u> 8:30 - 9:23 (53)	<u>Period 1</u> 8:30 - 9:32 (62)
<u>Period 2</u> 9:37 - 10:39 (62)	<u>Period 5</u> 9:28 - 10:21 (53)	<u>Period 2</u> 9:15 - 9:55 (40)	<u>Period 5</u> 9:28 - 10:21 (53)	<u>Period 2</u> 9:37 - 10:39 (62)
<u>Period 3</u> 10:44 - 11:46 (62)	<u>Period 4</u> 10:26 - 11:19 (53)	<u>Period 3</u> 10:00 - 10:40 (40)	<u>Period 4</u> 10:26 - 11:19 (53)	<u>Period 3</u> 10:44 - 11:46 (62)

<b><u>Period 4</u></b> 11:51 - 12:53 (62)	<b><u>Advisory</u></b> 11:24 - 12:13 (49)	<b><u>Period 4</u></b> 10:45 - 11:25 (40)	<b><u>Advisory</u></b> 11:24 - 12:13 (49) *Whole School Community Meeting	<b><u>Period 4</u></b> 11:51 - 12:53 (62)
<b><u>Lunch</u></b> 12:53 - 1:31 (38)	<b><u>Lunch</u></b> 12:13 - 12:51 (38)	<b><u>Period 5</u></b> 11:30 - 12:10 (40)	<b><u>Lunch</u></b> 12:13 - 12:51 (38)	<b><u>Lunch</u></b> 12:53 - 1:31 (38)
<b><u>Period 5</u></b> 1:36 - 2:38 (62)	<b><u>Period 3</u></b> 12:56 - 1:49 (53)	<b><u>Period 6</u></b> 12:15 - 12:55 (40)	<b><u>Period 3</u></b> 12:56 - 1:49 (53)	<b><u>Period 5</u></b> 1:36 - 2:38 (62)
<b><u>Period 6</u></b> 2:43 - 3:45 (62)	<b><u>Period 2</u></b> 1:54 - 2:47 (53)		<b><u>Period 2</u></b> 1:54 - 2:47 (53)	<b><u>Period 6</u></b> 2:43 - 3:45 (62)
	<b><u>Period 1</u></b> 2:52 - 3:45 (53)		<b><u>Period 1</u></b> 2:52 - 3:45 (53)	

*\*See <https://es-cat.org/> for the annual calendar and additional information.\**

## Staff Contact List

ROOM AND EXTENSION LIST		
Jessica Biell	School Manager	<a href="mailto:jbiell@es-cat.org">jbiell@es-cat.org</a>
Brianna Winn	Principal	<a href="mailto:bwinn@es-cat.org">bwinn@es-cat.org</a>
Diana Warren	Vice Principal of Operations	<a href="mailto:diana@es-cat.org">diana@es-cat.org</a>
Phillip Chardon	Vice Principal of Student Support	<a href="mailto:pchardon@es-cat.org">pchardon@es-cat.org</a>
Rebeca Lopez	College Advisor	<a href="mailto:rlopez@es-cat.org">rlopez@es-cat.org</a>
Mallorie Winn	Permanent Site Substitute	<a href="mailto:mwinn@es-cat.org">mwinn@es-cat.org</a>
<b>CERES FAMILY - 9th</b>		
		<a href="mailto:ceres@es-cat.org">ceres@es-cat.org</a>
<b>Lead: Rebecca Wyke</b>	Digital Media Art/Advanced DMA	<a href="mailto:rwyke@es-cat.org">rwyke@es-cat.org</a>
Daniel Morgan	Algebra 1/Algebra 1 Lab	<a href="mailto:dmorgan@es-cat.org">dmorgan@es-cat.org</a>
Gail Gallaher	Biology/Drama	<a href="mailto:ggallaher@es-cat.org">ggallaher@es-cat.org</a>
Shannon Jin-a Lamborn	English 9/Literacy Lab	<a href="mailto:sjinalamborn@es-cat.org">sjinalamborn@es-cat.org</a>
<b>ECLIPSE FAMILY - 10th</b>		
		<a href="mailto:eclipse@es-cat.org">eclipse@es-cat.org</a>
<b>Lead: Matt Christenson</b>	Visual Art I/Mural Design	<a href="mailto:mchristenson@es-cat.org">mchristenson@es-cat.org</a>
Allison McManis	World History/Holocaust & Human Behavior	<a href="mailto:amcmanis@es-cat.org">amcmanis@es-cat.org</a>
Michelle Torres	English 10/Literacy Lab	<a href="mailto:mtorres@es-cat.org">mtorres@es-cat.org</a>
Danielle Rubin	Geometry/Geometry Lab	<a href="mailto:drubin@es-cat.org">drubin@es-cat.org</a>
Nithya Vasudevan	Chemistry/Astronomy	<a href="mailto:nvasudevan@es-cat.org">nvasudevan@es-cat.org</a>
<b>SOLSTICE FAMILY - 11th</b>		
		<a href="mailto:solstice@es-cat.org">solstice@es-cat.org</a>
<b>Lead: Jennifer Gerosa</b>	American Literature/Leadership	<a href="mailto:jgerosa@es-cat.org">jgerosa@es-cat.org</a>
Kim Jensen	Visual Art II/AP Studio Art	<a href="mailto:kjensen@es-cat.org">kjensen@es-cat.org</a>
Rachel Dow	US History/APUS History	<a href="mailto:rdow@es-cat.org">rdow@es-cat.org</a>
Anna Davis	Algebra 2/Algebra 2 Lab	<a href="mailto:adavis@es-cat.org">adavis@es-cat.org</a>
<b>ORION FAMILY - 12th</b>		
		<a href="mailto:orion@es-cat.org">orion@es-cat.org</a>
<b>Lead: Todd Smith</b>	ERWC/Literacy Lab	<a href="mailto:tsmith@es-cat.org">tsmith@es-cat.org</a>
Tommy Ng	Pre-Calculus/AP Calculus AB	<a href="mailto:tng@es-cat.org">tng@es-cat.org</a>

Jose Caraballo	Spanish I/II/AP Spanish	<a href="mailto:jcaraballo@es-cat.org">jcaraballo@es-cat.org</a>
Songju Lee	US Gov & Politics/Ethnic Studies	<a href="mailto:songju@es-cat.org">songju@es-cat.org</a>
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<b>TLC Main Line-Upstairs</b>		
<b>DLC Main Line-Downstairs</b>		
Lead: Elizabeth Noble	Learning Specialist	<a href="mailto:enoble@es-cat.org">enoble@es-cat.org</a>
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Nick Nordlinger	Learning Specialist	<a href="mailto:nnordlinger@es-cat.org">nnordlinger@es-cat.org</a>
Keshia Myles	Instructional Assistant	<a href="mailto:kmyles@es-cat.org">kmyles@es-cat.org</a>
Chelsay Showers	School Psychologist	<a href="mailto:chelsay@es-cat.org">chelsay@es-cat.org</a>

## 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. Parents, please do not call or text your students during their classes. If you need to reach them, please do so during lunchtime or after school.

If students need to make a phone call home during school hours, they should go to the main office to make the call.

## Reporting Absences

To report an absence, please send a NOTE to the office within 24 hours that includes the date of the absence and a short explanation of the reason for the absence. Phone calls do not excuse absences; we are required to have written documentation. All absences will be marked AU (absence unexcused) until a valid note is received.

Valid Absences that may be Excused (AE):

- Illness (a guardian may excuse fewer than 3 days; 3 days or more requires a doctor's note)
- Medical/Immunization/Dental appointments
- Funerals or religious holidays
- Court appearances

Unexcused Absences (AU):

- Unverified absences (no note)
- Leaving campus without permission or cutting class

- Personal reasons
- Vacation

Routine medical appointments should be made after school hours or on Wednesday afternoons.

**Tardies without a doctor’s or court note** will contribute to detention. Not showing for detention results in a greater consequence such as Saturday School or revoking other privileges.

## 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) will be entered into CAT’s SART (School Attendance Review Team) and SARB (School Attendance Review Board) process, described below:

1. Letter 1 Notification
2. Letter 2 Notification
3. Letter 3 Notification and Attendance SART Meeting at CAT
4. Letter 4 Notification and Attendance Review SARB Meeting at Envision Education Offices

For any students who do not meet the attendance goals agreed upon during SART and/or SARB meetings, CAT and Envision Education may make a report to the Truancy Officers in the Alameda County District Attorney’s Office.

## Classroom Expectations

At CAT, classroom expectations are aligned to our four core values which include: being a persistent learner, a compassionate upstander, a responsible leader, and an engaged scholar. CAT’s classroom expectations are outlined in the Code of Conduct also known as “The Big 10.” CAT students and staff are expected to meet the expectations outlined below. Consequences for not meeting these expectations vary depending on the circumstance; however, violations may result in any of the following consequences:

- Restorative conversation with a peer or staff member
- Personal or class apology
- Referral
- Lunch Detention
- Suspension
- Expulsion
- Community Service

<b>CAT Student Code of Conduct AKA “The Big 10”</b>		
<b>Core Value: Persistent Learner</b>		
<b>Expectation (“The What”)</b>	<b>Rationale (“The Why”)</b>	<b>Staff Actions</b>

<p><b><u>Academic Focus</u></b> Students are expected to persist through academic challenges by engaging in productive classroom behaviors necessary for success in college, career, and life.</p>	<p>CAT’s mission is to prepare students to enter, succeed in, and graduate from college. Therefore we expect our students to physically, mentally, and emotionally show up to class ready to learn everyday. There are many people ready and willing to help students persist through challenges when needed.</p>	<p>1) Teachers will provide class curriculum, instruction, and structures to support students in fulfilling our mission. This includes creating <i>daily lesson plans</i> that:</p> <p>A) center around Common Core standards and standards-based learning targets.</p> <p>B) incorporate clear and purposeful Strong Start and Focused Finish procedures.</p> <p>C) utilize behavior management plans to hold students accountable for their behavior.</p>
<p><b><u>Academic Integrity</u></b> Classwork, homework, essays, and other assignments should be original student work based on the instructions of the assignment. Students who copy or plagiarize assignments, or participate in academic dishonesty in any way, risk losing full credit for the assignment.</p>	<p>In college, there are severe consequences for plagiarizing and exhibiting other forms of academic dishonesty. Consequently, as a college-prep school, we do not condone this behavior under any circumstances.</p>	<p>1) Teachers are expected to identify the students involved and make the appropriate grade changes.</p> <p>2) Teachers are also expected to contact families to make them aware of the student’s actions.</p> <p>3) Teachers may use discretion with respect to allowing students to redo an assignment or assessment.</p> <p>4) Teachers who are unsure how to proceed with plagiarism cases are encouraged to reach out to their Family Team and/or an Administrator for support.</p>

<p>Core Value: <b>Responsible Leader</b></p>		
<p><b>Expectation (“The What”)</b></p>	<p><b>Rationale (“The Why”)</b></p>	<p><b>Staff Actions</b></p>

<p><b><u>Community Care</u></b> Students must treat classrooms, hallways, bathrooms, and common areas with care by maintaining their condition and cleanliness. Damaging or defacing school property is considered a serious discipline offense.</p>	<p>As a community, <i>WE</i> are responsible for the maintenance of the school environment. It is <i>OUR</i> responsibility to keep our school clean. It is not someone else’s responsibility to clean up after us.</p>	<p>1) Teachers are expected to consistently maintain clean classrooms. 2) Teachers are expected to alert an Administrator when support is needed to repair or clean classrooms or other spaces. 3) Teachers are expected to report students to an Administrator who damage or deface school property.</p>
<p><b><u>Dress Code</u></b> Undergarments (ex. underwear, bras, boxers, etc.) should not be showing at any time. Clothing that is profane in language, has obscene images (ex. nudity), is degrading to ethnic/religious groups, or has any relation to drugs, alcohol or tobacco is not permitted.</p>	<p>CAT is a learning environment where students should feel safe and respected throughout the school. The prohibited clothing that is noted threatens the safety of our community members.</p>	<p>1) Teachers are expected to address students about the dress code and provide them with an opportunity to correct their dress violation if possible. 2) If it is not possible for the student to correct their dress code violation, teachers should send students to the office with a pass to speak with an Administrator regarding dress code.</p>

Core Value: <b>Engaged Scholar</b>		
Expectation (“The What”)	Rationale (“The Why”)	Staff Actions
<p><b><u>Food &amp; Beverages</u></b> Food and beverages are strictly prohibited inside classrooms and in common spaces. Exceptions would include: bottled water and community celebrations.</p>	<p>It is a distraction to teaching and learning. Eating food, sharing it, and selling it all distract from a focused classroom environment and negatively impact student learning. Additionally, the presence of food in our building exacerbates our rodent problem.</p>	<p>1) Teachers are expected to <u>not</u> allow students to eat in their classrooms unless they are hosting a community celebration. 2) If a teacher feels a student cannot engage in the lesson due to hunger, they can write a student a 10-minute pass to the office to eat their own or school-provided food before returning to class.</p>

<p><b><u>Electronics Use</u></b>          Electronics are invisible and prohibited in classrooms, hallways, and common areas except when used for explicit instructional purposes. Students are permitted to use electronics before school, during lunch, and after school.</p>	<p>Electronics are a distraction to teaching and learning.</p>	<p>1) Teachers are expected to confiscate phones, headphones, chargers, and other electronics when seen.          2) Teachers are expected to restrict classroom phone use to instructional purposes only.          3) If a teacher wants to play music in their classroom, they can play music class-wide. Students are not permitted to listen to Pandora or YouTube while working on individual class assignments.</p>
<p><b><u>Academic Preparedness</u></b>          Students are expected to attend school on time, daily, and prepared to learn.</p>	<p>Attendance and punctuality are crucial for success in high school and beyond. In order to learn and excel, students must be present, on time, and prepared to learn.</p>	<p>1) Teachers are expected to create and deliver rigorous lesson plans that encourage students to be present and punctual to class.          2) Teachers are expected to send students to the office for a tardy pass if they are not inside the classroom by the 4-minute bell (except for period 1).          3) Teachers are expected to encourage students to be on time to class by greeting them at the doorway.</p>
<p><b><u>Public Displays of Affection</u></b>          Students should not participate in “PDA” during school hours in any area of the building. (ex. kissing, inappropriate touching, straddling another student, etc.)</p>	<p>Public displays of affection can be disruptive, or even offensive, to those who are subjected to them. Affection is not a problem in and of itself; however, school is not the time nor place to demonstrate an excessive amount of affection publicly.</p>	<p>1) All staff are expected to <i>promptly</i> and <i>consistently</i> address students who are displaying excessive affection publicly by instructing them to stop.          2) If possible, teachers are encouraged to contact the parents of the students involved and/or contact an Administrator for support.</p>

**Core Value: Compassionate Upstander**

Expectation (“The What”)	Rationale (“The Why”)	Staff Actions
<p><b><u>Language Use</u></b> Swearing and/or inappropriate language or gestures in classrooms, hallways, or on school grounds is not permitted at any time. This includes curse words, racially discriminatory language (ex. the n-word), the middle finger, etc.)</p>	<p>Swearing and inappropriate language create a hostile and unsafe environment for all community members. Furthermore, it’s important to be able to code-switch for school and other professional environments.</p>	<p>1) All staff are expected to <i>promptly</i> and <i>consistently</i> address the use of swearing and inappropriate language in their classrooms, hallways and other common areas. This should be addressed with a warning or referral depending on the severity of the infraction.</p>
<p><b><u>Student Safety</u></b> Students must interact appropriately with each other at school. This includes no play-fighting, pushing, shoving, fighting, skateboarding or other inappropriate physical activities.</p>	<p>Play-fighting and other forms of aggressive physical contact often lead to more severe conflicts resulting in serious injuries to the people involved. Students may hurt themselves or others if riding a skateboard on campus.</p>	<p>1) All staff are expected to <i>promptly</i> direct students to stop play-fighting, shoving, fighting, and engaging in other forms of inappropriate physical conduct. Students who do not stop play-fighting immediately should be issued a referral. 2) All staff are expected to reinforce this policy with students and to confiscate skateboards if students are seen riding them on campus. 3) Teachers are expected to immediately contact an Administrator depending on the severity of the case.</p>

**CAT Tardy Policy**

- 1) *The 4-minute bell is the tardy bell* except for 1st period. The 1st period tardy bell rings at 8:30 am.
- 2) If you are tardy, you must go to the Main Office for an Unexcused Tardy Pass.
- 3) Any student who receives an Unexcused Tardy Pass during a Tardy Sweep will be issued a 30-minute lunch detention.
- 4) *Students are not permitted to enter class without a pass.*

### CAT Electronics Policy

- 1) Electronics *must be invisible* at all times except before school, lunch, & after-school.
- 2) If we *see or hear* electronics being used outside of these times we will hold them for the day.
- 3) Students are *not permitted to charge electronics* in class.
- 4) *Refusal to comply* with these expectations *will result in a referral and a phone call home*. Additionally, students must turn in their electronics before returning to class.

### CAT Hall Pass Policy

- 1) Students are expected to show their hall pass to any CAT staff member who requests to see it.
- 2) Students in the hallway *must have a hall pass at all times*.
- 3) Students are *not permitted to leave class during the first and last ten minutes* of the period.
- 4) Students *cannot be in the hallway for longer than 5 minutes* at any one time.
- 5) Students are expected to go directly to and from the destination noted on their hall pass. *No additional stops along the way*.
- 6) Students who do not adhere to rules 1-5 will receive an automatic 30-minute lunch detention.
- 7) Students may receive additional consequences for refusing to cooperate with CAT staff members regarding these policies.

## Grading

At CAT, students are graded on a 100-point scale. Students who earn 70% or higher receive passing grades in their classes. Students receive “No Credit” (NC) for any grades lower than 70%. If a student earns an “NC,” they will likely be required to repeat the class in summer school or the following school year.

Grades are reported as follows:

A = 90%-100% in a course

B = 80%-90% in a course

C = 70%-80% in a course

NC = Insufficient Evidence or Growth Towards Standard to Earn Credit.

CAT Staff adheres to the policies below with respect to grading:

1	Power of the Zero	<b>If a student attempts to complete a homework or classwork assignment or assessment he/she should receive at least 50% credit</b> for that assignment or assessment. The only time a student should receive a “zero” is if he/she makes no effort to complete an assignment or assessment or does not “make it up” in the event of an absence.
2	Grading Frequency	<b>The goal is to enter 1 grade per week.</b> At the very least, please input 1 grade every other week.
3	Tracking / Monitoring Grades	<b>Teachers must devise a system of regularly communicating grading information with students and helping them track their progress.</b> Some examples of this could include: helping students calculate their own grades, tracking student progress publically and celebrating grading successes, conferencing with students about grades, or helping students set and reflect on grading goals.
4	Grading for Mastery	<b>The majority of a student’s grade should be based on understanding and applying key concepts and learning</b> from your class. It should <u>not</u> be based on work or task completion. We recommend at least 60%, ideally 70%, of a student’s grade is based on content mastery and 40%, ideally 30%, is based on work completion / habits (i.e. homework, Do Nows, Focused Finishes, etc).
5	Over-Riding Grades	<b>Teachers can override grades in the positive direction.</b> However, we ask that you override no more than a “3rd” of a grade (i.e. from a D+ to a C- for example).
6	No Credit Policy	<b>Students receive a “No Credit” for earning a grade lower than 70%.</b> As a college-prep school, we hold high grading expectations and do not award credit for any score lower than a C-.

## Graduation Requirements

### 1. Pass all courses required for CSU/UC eligibility (A-G requirements)

*Students must have a C- or higher in A-G classes in order for it to count towards the diploma.*

*The*

*higher the grade, the better your chances for being accepted to colleges of your choice.*

- If a student has less than a C- in a required A-G course, that student will need to make up that credit in order to graduate.
- If a student has taken courses that are not approved as A-G courses, they will not count towards the A-G requirements and our diploma.

**TRANSFER STUDENTS:** *To count towards our diploma, the classes from any previous school must be A-G approved AND the grade earned must be a C- or higher.*

- If a student has taken courses that are not approved as A-G courses, they will not count towards the A-G requirements and our diploma.
- If you have a D+ or lower in any A-G approved class from your last school, you will need to take that class again. This will likely mean that the student is required to take summer school.

### 2. Complete a Work Learning Experience Internship in Grade 12 which includes completing the requisite hours and presentation of learning at the end of the internship.

### 3. Pass the College Success Portfolio and Defense in Grade 12. Note: Sophomores must pass the Benchmark Portfolio to move onto Junior year.

## Credit Recovery & College Pathways Guidelines

At CAT, students are expected to complete the A-G academic requirements necessary to attend colleges within the University of California system. According to the A-G requirements, students must complete a certain amount of coursework in the following subject areas: History/Social Science (A), English (B), Math (C), Lab Science (D), Foreign Language (E), Art (F), and College Prep Elective (G). (Note: The graphic below shows the minimum *and* suggested number of years students must take within each subject area to be eligible to attend University of California colleges.)

A-G Minimum Requirements		
<b>A</b>	<b>History/Social Science</b>	<b>2 years → 3-4 years</b>
<b>B</b>	<b>English</b>	<b>4 years</b>
<b>C</b>	<b>Math</b>	<b>3 years → 4 years</b>
<b>D</b>	<b>Lab Science</b>	<b>2 years → 3-4 years</b>
<b>E</b>	<b>Language Other Than English</b>	<b>2 years → 3-4 years</b>
<b>F</b>	<b>Visual and Performing Arts</b>	<b>1 year → 2 years</b>
<b>G</b>	<b>College Prep Elective</b>	<b>1 year</b>

*In order to be a competitive candidate, you must take courses beyond the minimum requirements.*

Students who do not pass the minimum A-G requirements are at risk of repeating the grade level and delaying high school graduation. The purpose of this document is described below:

- To clarify which classes students must take to meet A-G eligibility requirements
- To outline what students must do if they do not pass required A-G classes
- To specify the criteria used to determine whether a student must repeat a grade level
- To clarify the process administrators use to involve students, teachers and families in these decisions

The *College Pathways Guidelines* described below will be shared with students this fall during their college-prep presentations with Ms. Winn, CAT Principal, and Ms. Lopez, CAT College Advisor. They will also be shared with students and families at the upcoming Registration event in August, Fall Family Conferences in November, and Spring Family Conferences in March. Additionally, students and families are encouraged to contact an administrator with any questions concerning the policies outlined in this document.

### ***I. Guidelines***

- The following criteria are based on the likelihood of a student completing all A-G course requirements before Graduation.
- The number of courses a student can retake during the school year depends on the number of “non-core” class openings in their grade level.
  - 9th grade = 2 non-core openings
  - 10th grade = 1 non-core opening
  - 11th grade = 1 non-core opening
  - 12th grade = 1 non-core opening (Note: Seniors who completed Spanish in Grade 11 have 2 non-core openings in Grade 12.)
- Students who need to recover more credit than their schedule allows risk being required to repeat the grade level.

### ***II. Process***

- The Vice Principal of Operations and the College Advisor determine if students must repeat the grade level based on the number of A-G classes required to graduate and space available in the

student's schedule. These students are identified following Spring Family Conferences once Quarter 3 grades have been stored.

- Any student who fails 6 or more semesters in a school year will be required to repeat the grade level. This counts NCs in *any* academic classes including non-A-G courses such as lab classes, Leadership, & Advisory. An exception would be students who pass the second semester of math or Spanish. In these cases, the failed semester 1 does not count towards the 6 semesters. 12th graders must meet A-G course requirements in order to graduate (in addition to CSP and WLE requirements). This means that the 6 semester rule may or may not apply to them.
- The Vice Principal of Operations and the College Advisor consult with grade level teachers before making final determinations on whether a student must repeat the grade level.
- After meeting with grade level teachers, the Vice Principal of Operations and the College Advisor meet with students and families to share the student's Graduation Plan and decision regarding a possible grade repeat.
- The Vice Principal of Operations and the College Advisor make all final decisions regarding students repeating grade levels.

### ***III. Class Repeat Requirements***

#### **Art Classes**

Non-elective art classes (i.e. Digital Media Art, Visual Art I, and Visual Art II) are considered core classes in Grades 9-11; however, students and families are given the option to recover a required A-G course in lieu of art. (Note: This assumes that the student has already completed their required 1 year of art.)

#### **Lab Classes**

Lab classes at CAT are prioritized over elective classes; however, they are not taken in lieu of art classes which are considered core classes. The exception would be if classroom teachers, Learning Specialists, and/or families determine that a lab class should be taken in lieu of art. Students will be enrolled in lab courses before being re-enrolled in classes they have failed and must retake. Students in this position have the option of recovering credit through CAT or SFUSD Summer School.

#### **Math Classes**

Students who fail Algebra I in Grade 9 will retake Algebra I in Grade 10 and will take Geometry in Grade 12. Students who fail Geometry in Grade 10 will advance to Algebra II in Grade 11 and will retake Geometry in Grade 12. Students who fail Algebra II in Grade 11 will retake Algebra II in Grade 12. Students who pass all of their math classes in Grades 9-11 (i.e. Algebra I, Geometry, and Algebra II) are required to take Pre-Calculus in Grade 12. Students who pass four years of math before their senior year (i.e. Algebra I, Geometry, Algebra II, and Pre-Calculus) will be automatically enrolled in AP Calculus AB in Grade 12.

#### **Science Classes**

Students who fail Biology in Grade 9 will take Chemistry in Grade 10 and will retake Biology in Grade 11. Students who fail Chemistry in Grade 10 will retake Chemistry in Grade 11. All students will be required to take Environmental Science or AP Environmental Science in Grade 12.

### **Spanish Classes**

Eleventh graders who fail Semester 2 Spanish I are required to retake Semester 2 Spanish I through SFUSD Summer School. (Note: CAT does not offer Spanish courses in Summer School. Therefore students who fail Semester 2 Spanish I in Grade 11 do not advance to Grade 12 if they do not recover this credit through SFUSD Summer School.) Eleventh graders who fail Semester 2 Spanish II can also recover Spanish credit through SFUSD Summer School. If these students choose not to attend SFUSD Summer School, they will be required to repeat Semester 1 and Semester 2 Spanish II in Grade 12. AP Spanish is treated as a senior elective course for 11th graders in Spanish II. In other words, 11th graders can take AP Spanish in Grade 12 if they choose to; however, it is not required. Eleventh graders can take AP Spanish if they achieve a certain test score on the Spanish Placement Test given at the end of Grade 10.

### **English Classes**

Students who are not enrolled in lab courses will be required to take two English classes in the same year if they do not recover the necessary English credit through CAT or SFUSD Summer School. Students and families can elect not to take two English courses in the same year; however, these students will be required to repeat the grade level if their College Pathways Document indicates they cannot recover the required A-G English credit in time for Graduation.

### **History/Social Science Classes**

Students who fail World History in Grade 10 will advance to US History in Grade 11 and will repeat World History in Grade 12. Students who fail US History in Grade 11 will repeat US History in Grade 12. Students who pass History/Social Science Grades 10-11 (i.e. World History and US History) are required to take US Government in Grade 12.

### **Elective Classes**

Students cannot retake elective courses at CAT.

## **TECHNOLOGY USE AGREEMENT**

Computer and internet access is available at CAT. 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. CAT 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. CAT 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 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.
- Note that electronic mail (e-mail) is not guaranteed to be private.
- All CAT students should use their CAT 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 CAT. The following represents **inappropriate** uses and may violate state or federal law:

- Using the network for commercial purposes (to make money) or for political lobbying
- Using the network to inappropriately obtain or use personal information about others
- Using the network for destructive purposes or for stealing from others
- 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 CAT's Community Agreements
- Transmission of copyrighted material (software, text, graphics)
- 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, INSTANT MESSENGER, AND OTHER SYNCHRONOUS MODES OF COMMUNICATION

All students sign an Acceptable Use Agreement with their enrollment paperwork. Any student who is caught violating the acceptable use policy will receive a behavior referral and will lose their technology privileges for the rest of the quarter. Students will then be placed on a technology contract for the remainder of the school year.

## Responsibilities/Limits

CAT 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. CAT 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. CAT 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.

## MILITARY NOTIFICATION

Congress passed legislation that requires high schools to provide to military recruiters, upon request, access to secondary school students' directory information. Both the No Child Left Behind Act of 2001 and the National Defense Authorization Act for Fiscal Year 2002 reflect these requirements. In accordance with those Acts, military recruiters are entitled to receive the name, address, and telephone listing of juniors and seniors. Student directory information can be used for armed services recruiting.

If you do not want Envision Schools to disclose directory information from your child's education records without your prior written consent, **you must notify the school in writing**. CAT has designated the following information as directory information.

- Student's name
- Address
- Telephone listing

# BULLYING, HARASSMENT, DISCRIMINATION, AND INTIMIDATION

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## 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, CAT 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, CAT 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. CAT 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 CAT 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**

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Our Code of Conduct is 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>

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

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

## DISCIPLINE POLICY OVERVIEW

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At CAT we engage in productive and academic behaviors in the classroom in order to prepare ourselves for college, career and life. Likewise, we understand that our behavior is our responsibility and strive to make choices that reflect our commitment to our goals of college and career preparedness.

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.

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, threaten 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.

- 1) "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:
  - i. 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.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. 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.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - I. A message, text, sound, video, or image.
  - li. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual 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.
  - I. 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.
  - li. 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.

b. 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.

# UNIFORM COMPLAINT POLICY

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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)

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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 City Arts & Technology High School 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 City Arts & Technology High School 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 City Arts & Technology High School.
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 City Arts & Technology High School 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 City Arts & Technology High School refuses this request for amendment, CAT 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 CAT'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 CAT contact the Vice Principals.



## NOTICE OF NON-DISCRIMINATION

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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

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### **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

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### 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. Articulable facts must support a reasonable suspicion that a search is justified. In no case shall a search be conducted based on mere curiosity, rumor or hunch. The facts should be well documented including time, date, and student(s) involved.
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) 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 of 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.

## MEDICATIONS AT SCHOOL

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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 parents must complete the form Physician's Authorization and Consent to Administer Medications. This form must be filled out each year.
2. The Parent or 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 PLAN

An Emergency Action Plan governs what happens 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 or emergency 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.

In case of an emergency:

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 provided to 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 and be listed on the emergency contact information card before being allowed to take a student off campus or out of the school.