



**EAST BAY INNOVATION ACADEMY (EBIA)  
PARENT/STUDENT HANDBOOK**

**2015-2016**

*Updated August 2015*

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## OUR TEAM

Contact information for our **School Team** can be found online [here](#).

Information on our **Board of Directors** can be found [here](#).

## EBIA MODEL

### Our Mission

To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

### Our Vision

EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA is a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

### Our Instructional Model

EBIA is a rigorous STEAM (Science, Technology, Engineering, Art and Math) school with a unique focus on the social and emotional skills students need to be leaders. Students will learn to be problem solvers and strong advocates who work together and take responsibility for their own learning.



Students will work together on long-term, “**real-world**” projects that combine many different subjects, and will learn to present those projects using technology.

Students will alternate between different learning models, including online learning, and in later grades will be **self-guided**.

We make and do things! EBIA will be a safe place for students to **explore their interests** and learn the life lessons taught through practice and experimentation

## Our Core Beliefs

We believe in **Possibility and Perseverance**

*All students will achieve at the highest levels and prepared for success in college and career. We value courage, action and hard work.*

We believe in **Creativity and Curiosity**

*Students will work together with critical and creative minds. We value exploration, perspective and determination.*

We believe in **Community**

*Parents, teachers, school leaders, and board members will take responsibility for all students' success. We value relationships, kindness, integrity and respect.*

We believe in the **Greater Good**

*EBIA will teach students about social justice and civic responsibility. We value giving back to the community and improving our school, our community and our world.*

We believe in **Diversity**

*Students will prepare for society and the workforce by working with and appreciating those who are different from themselves.*

## Our Innovator Norms

The character traits we expect all our students to exhibit are known as **Innovator Norms**. Our six Innovator Norms will be woven throughout our culture, classrooms and community.

**Perseverance:** Maintaining a steady persistence in a course of action, and exhibiting a commitment to purpose and tenacity, in spite of difficulties, obstacles, or discouragement. Innovators are courageous in the face of difficulty, knowing that effort and hard work will improve the future, and are able to move past frustrations and setbacks quickly.

**Curiosity:** Eagerly desiring to know and learn; taking initiative and to be inventive.

**Kindness:** Being considerate or helpful.

**Respect:** Honoring or being considerate towards self, property, and others.

**Conscientiousness:** Being careful, meticulous; being thorough, careful, or vigilant; desiring to do a task well and to completion, being accountable, prioritizing to set and meet goals, and achieve results.

**Citizenship and Leadership:** The quality of an individual's membership in, and contribution to, a community. There are no passengers, only crew.

## WHAT DOES A DAY LOOK LIKE?

EBIA opens at 7:30 am and students are invited to come into the building to eat breakfast, check-out their school-assigned laptops, work on assignments, and socialize respectfully with classmates. We are a technology driven-school, using *Chromebooks* as our learning platforms, and will not assign textbooks to students. Students who don't have internet access at home or appropriate devices can use this time before school to work on assignments.

Because we know that building relationships and creating a sense of belonging and connectedness is integral to students' success, we have been very strategic in developing our master schedule to meet the socio-emotional needs of adolescents. Every day, our students meet with their Advisor, an adult who will serve as the captain of their crew. Advisory classes are comprised of 15-19 students who work together to develop interpersonal skills that will ensure their success in college and career. These tight-knit Advisory crews will learn to monitor one another's progress and success, navigating the nuances of middle school on a daily basis in their assigned rooms. After the Advisory crew gathers, they will walk together to the multi-use room for Morning Meeting. The Morning Meeting is a time to develop a strong sense of community, where announcements are made, students perform, Advisory crews compete, people are honored and whole school issues are discussed.

Throughout the course of the day, students will receive instruction in the four core academic subjects of math, science, English/Language Arts, and social studies. Additionally, each student will have periods of Independent Learning Time (ILT), where he/she can work individually or collaboratively on assignments. EBIA additionally provides Fitness and one core enrichment course, such as Computer Science or Art.

Below is a sample schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b> (9:30-10:15)	Math - Room 5	ELA - Room 11	SEL - Advisory	Art - STEAM Rm.	Fit. - Great Hall
<b>Period 2</b> (10:15-11:00)			History - Room 9	Math - Room 5	Science - Room 7
<b>Period 3</b> (11:00-11:45)	Hist. ILT - Room 9	Art - STEAM Rm.			
<b>Period 4</b> (11:45-12:30)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>Period 5</b> (12:30-1:15)	Art - STEAM Rm.	History - Room 9	Inn. Lab - Room 7	Sci. ILT - Room 7	Math - Room 5
<b>Period 6</b> (1:15-2:00)	ELA ILT - Room 11		Math ILT - Room 5	Fit. - Great Hall	
<b>Period 7</b> (2:00-2:45)	Science - Room 7	Science - Room 7	ELA - Room 11	ELA - Room 11	History - Room 9
<b>Period 8</b> (2:45-3:30)					

After school, students may stay until 5:00 pm, Monday through Thursday, receiving help from tutors, attending teachers' office hours or participating in enrichment activities designed to engage students and give them exposure to myriad learning experiences. School closes at 3:30 pm on Fridays. Arrangements must be made for on-time pick-up every day.

## What does a year look like?

Our school year opens with a five-day orientation week, from 9:00 am to 12:00 pm, aimed to provide students a comprehensive introduction to EBIA and the school year. Students will learn about our four pillars, six Innovator Norms, behavioral and academic norms, Advisory, Morning Meetings, regular and block schedules, support structures, breakfast, lunch, and most importantly, one another. In addition to building familiarity and community, all students will take diagnostic tests so that EBIA staff can determine academic levels and begin to set goals with students as part of their Personalized Learning Plans (PLPs).

The second week of school and throughout the year, students will attend their classes, receiving high-quality instruction, working towards mastery of course content through Blended Learning (BL) and Project-Based Learning (PBL). They will utilize design thinking principles in solving problems and utilize SEL skills in collaboration and presentation. Students will be accessing most of the curriculum via teacher-curated blended learning platforms, with links to content that is informative and meaningful. Students will have myriad benchmarks to track their progress and will demonstrate mastery via cumulative assessments, often in the form of end-of-unit projects they must develop and present.

Three times during the year, students will have 1-2 week intersessions where they will have markedly different learning experiences than they experience during the approximately six-week “academic sprints”. During these intersessions, outside agencies are contracted to provide opportunities for exploration (expeditions) into the worlds of science, arts, engineering, etc. Many of the sessions will take place on campus, while others will require field trips. This is a critical component of our instructional model, as we believe that incredible learning takes place not just in the typical classroom environment. Students requiring more academic and/or behavioral support will receive accelerated intersession intervention.

Twice a year, we have PLP days, where families meet with Advisors to discuss student progress towards achieving academic and socio-emotional goals. These “parent-teacher conferences” serve as another means of calibration in the learning partnership that must exist between home and school.

Near the end of the school year, EBIA will administer mandatory state testing to all students so that we can gauge our students’ individual academic progress and gauge our school’s effectiveness.

At the end of the school year, students will make Capstone presentations to our community about projects on which they have worked, demonstrating what they have learned in a professional manner and in a public forum.

Any students in danger of retention will be assigned Summer School in order to improve skills and be ready for the next school year.





### Attendance Policy

EBIA will operate with an extended school day and year, offering the needed supports to ensure all students are ready for success in college and career. The school year consists of 185 calendar days with typical school hours running from 9:00 am for EBIA's daily Morning Meeting/Advisory for all students and staff, to our end of day Tutoring, Office Hours and enrichment programs running through 5:00 pm each day. The campus will open at 7:30 am for students to eat breakfast and do school work.

### Absences

Students cannot miss more than 15 days (unless due to medical illness) and they must demonstrate mastery of grade level skills and curricular standards, or they may be candidates for possible retention. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress.

- 1) Attendance is one of the most important factors in determining a student's success in school. EBIA can provide a short-term independent study contract when an absence of three days or more is unavoidable. However, it is important to know that valuable education opportunities may be lost when a student is not in class. Therefore, we have established an attendance policy to promote student success.
- 2) We hope to foster responsibility and work ethics in your child. Students who are tardy disrupt the education of others in the class. Students are expected to be in class and ready to learn no later than 9:00 a.m.; students arriving after that time are considered tardy.
- 3) It is our policy to verify absences each day. When students miss classroom instruction, much of the content may not be able to be replicated. However, work and assignments missed during absence may be able to be completed, as possible.
- 4) Please notify the school by calling (510) 577-9557, if it is necessary for your student to be absent for any reason. When leaving a message, please leave your name, student's name, reason for the absence and a phone number where you can be reached. Absences must be cleared within five school days or the absence becomes unexcused.

EBIA encourages students to approach their academic experience with a growth mindset, attaining a high degree of academic and social emotional growth across the year. It is not possible for this to happen if students are absent from class. The adult(s) legally responsible for a child are charged with ensuring that students are in school. EBIA understands that it is inevitable that there will be absences for excused reasons. However, with rare exceptions, these absences are infrequent and don't create a barrier that prevents students from reaching their potential.

- 1) EBIA has policies and procedures that allow students who have been absent for excused reasons to make up missed academic work. Making up missing assignments is seen as a way to minimize

the negative impact of poor attendance. However, there is no way students can make up all they miss by not being in the classroom when learning is taking place.

- 2) In evaluating the success of students we believe that attendance is the single most reliable predictor of student performance. Students who are regularly in school succeed; students who are chronically absent do poorly. Research also shows that there is an identical relationship between attendance and success in the workplace.

## Illness

A student who is ill should not be sent to school, since this may result in his/her health becoming worse and exposing others. Good indicators that students should be kept home:

**Fever:** With a temperature equal to or greater than 38.0 C or 100.4 F. The child can return to school after he/she has been fever-free for 24 hours (without fever-reducing medicine such as Tylenol or Advil).

**Colds:** A continuous green discharge from the nose may be a sign of infection; consider having the child seen by your health care provider.

**Diarrhea/Vomiting:** Return to school only after being symptom-free for 12 hours.

**Conjunctivitis (Pink Eye):** Return to school 24 hours after the first dose of prescribed medication.

**Rashes:** Student with an unexplained rash should return to school only after a health care provider has made a diagnosis and authorized the child's return to school.

**Lice:** A student with lice or nits is not permitted at school. Please treat him or her and notify the school. Your student may return to school when nit and lice free.

## Religious Observances

When your student will be absent for religious observance, please call or send a note to school prior to that date. If you do, state regulations allow children absent for religious observance to be counted as present, but class work must still be made up within a reasonable period of time.

## Independent Study

EBIA may offer independent study to meet the educational needs of students who receive prior approval for absences exceeding three school days due to travel, extended illness, or another cause of three or more school days in duration. Independent study will be limited to occasional, incidental instances of extended absences and will be offered in conformance with this Board Policy.

More information can be found in the "Policy" section of our family document library [here](#).

## Promoting Health and Wellness

While we understand that many families want to celebrate birthdays and other events as part of the community, we ask that families follow healthy guidelines when bringing in food. Please check with the office before bringing in any food or drinks for any event. Some students have allergies to food and drinks and cannot be in close proximity to these items. Students bringing snacks to school should make healthy choices, such as fruits and vegetables.

## Arrival and Departure

School begins at 9:00 a.m. and dismissal time is 3:30 p.m. daily. Supervision is not provided prior to 7:30 a.m. Please pick students up within ten minutes of dismissal. If class is being conducted at an off campus site, students not picked up within 10 minutes of dismissal will be returned to the school site.

## Illness and Injuries

A first aid kit is located in the office. If your student is ill or injured beyond first aid or simple comfort measures, you will be called to take the student home or to the doctor. In an emergency, appropriate action will be taken, and you will be informed immediately. If you cannot be reached, other designated adults listed on the student's emergency form will be notified. It is essential that you keep the school informed of any change in address and/or telephone numbers so that a responsible party may be reached in an emergency.

## Medications

The following policy regarding the administration of medications is applicable when the staff is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before EBIA allows a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized school personnel administer medications or otherwise assist a student in administering his or her medication, the school must receive a copy of the following:

- For prescription medications we need a written statement, Rx label and completion of the School's Medication Authorization Form executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken

during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.

- We do not encourage the use of over-the-counter medications such as ibuprofen, antacid tablets or cough drops at school. However, the office keeps a small supply for emergencies, (not for daily use by the students). If the need arises to give your child one of the over-the-counter medications listed, we must have a written statement from your child's physician on the appropriate form.

## Allergy Reporting

It is vital that EBIA is informed of any student allergy that is life threatening and/or may require use of medication. A list of students with allergies will be kept in each classroom. Any required medication will be stored in the main office. Please see the "Medications" section above for applicable guidelines.

## Parent Involvement

Parent involvement is vital to our school's success and to the success and achievement of each student. A Parent Advisory Council, comprised of a leadership team and committee chairs, will meet monthly with EBIA's leadership team to determine how the parents/guardians can best serve the school's needs. The roles of the parents include (but are not limited to) the following:

- Participate in the learning community by volunteering thirty hours per year.
- At all times, determine whether this is the right program for their student.
- To give feedback to the school about their student's to help improve programs.
- Respond to school surveys.
- Be responsible for their student's transportation to and from school.
- Provide materials, time and a place for student to do homework.
- Participate in at least one conference per year with their student's advisor, and more as necessary.
- Support and encourage on-time attendance.

## Drop-off/Pick-up Procedures

Wanting to be good neighbors in the community and responsible safe keepers of our students, we ask that parents/guardians either **park on Malcolm Ave.** to drop-off or pick-up students **OR** enter the driveway and **move** in a **counter-clockwise** direction in the turn-about. Cars **MAY NOT** park in the turn-about, as indicated by the red painted curb. **Cars should stop for no more than 30 seconds in the turn-about so that traffic may flow.** Turning left onto Malcolm Ave. when exiting the school is not recommended, as cars traveling up the street do not have a lasting, clear view of the driveway. We recommend turning right when exiting the driveway. Parents/guardians needing to meet with EBIA staff should park on Malcolm Ave. Unless disabled and displaying a placard, parents/guardians may not use the parking lot on campus, as those spaces are designated for staff use only.

## Late Pick Up Policy

East Bay Innovation Academy (“EBIA”) is committed to providing a safe campus for all students. When students are left on school property after the close of business hours, EBIA will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, EBIA staff will:

1. Notify the Head of School or designee immediately.
2. Attempt to reach parents/guardians through the phone number provided to the school by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.
3. Bring students into the lobby of the building. Parents/guardians will be asked to come into the building to collect their student.
4. Remain on site until an adult comes to retrieve the student.
5. Notify the Head of School or designee by 45 minutes following the close of business if there is a possibility that law enforcement may be called to assist the student.
6. As a last resort, at 60 minutes after the close of business, EBIA may contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.
7. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

EBIA understands unforeseen circumstances can occur. Should a late pick-up be likely, please inform the main office at 510-577-9557. Five or more late pick-ups during a school year will result in a mandatory meeting with school administration.

## Parent Volunteers

Research on student achievement indicates that when parents are active members of the child’s school life, the student’s academic progress accelerates and self-esteem blossoms. Based on this research, parents are asked to volunteer in a variety of settings. There are many opportunities for involvement. Please contact the school for information regarding our parent volunteer needs. You can also get ideas at parent meetings, through the newsletter, or by talking with teachers and other parents. Parents and/or family members are asked to volunteer 30 hours/year, per student enrolled. Volunteer time may be done in a variety of ways including, but not limited to Classroom assistance

- Driving and/or chaperoning field trips
- Tutoring
- Fundraising
- Facilities maintenance/Tech support
- Lunch or morning supervision

## Communication with School

As learning partners in every child's education, we value transparency in communication. Most of our communication to homes will be conducted electronically, via emails. Announcements about upcoming events or important issues will be made via a recorded phone call that will be sent out to all families and information will be updated on the EBIA website ([www.eastbayia.org](http://www.eastbayia.org)). Phone calls will be made to discuss individual student issues. The most effective means of communicating with EBIA staff is by email. It is our practice to return emails within two business days. If you would like to contact the school by phone, our phone number is (510) 577-9557.

## Parent Portal

In order to monitor student academic progress, every parent/guardian will receive a Parent Portal account to *Illuminate*, our student information system. We recommend you check this on a weekly basis, minimally, to stay updated on your child's grades and attendance. The portal will allow you to see when assignments are due and the grades received on any assessment or assignment. Grades will be updated by teachers on a weekly basis.

## ACADEMIC POLICY

The following Parents Rights are from the California Department of Education's web site and outline the California law that specifies the legal rights of parents to participate in their children's education Chapter 864, Statutes of 1998).

EBIA is a rigorous STEAM (Science, Technology, Engineering, Art and Math) school with a unique focus on the social and emotional skills students need to be leaders. Students will learn to be problem solvers and strong advocates who work together and take responsibility for their own learning. The academic policy is reflective of the pillars of EBIA's instructional model – blended learning, project-based learning, and innovation and design.

Student grades across all courses will be calculated using the following weighting structure:

### **Blended Learning – 30%**

- Based on completion of all course playlists, in addition to average student score across all end-of-playlist assessments
- Also includes student demonstration of growth during course. Examples of growth may include mastery of math standards on Accelerated Math, increase in reading comprehension on Achieve 3000, etc.

### **Project-Based Learning – 60%**

- Based on average student score across all course projects, assessments and classwork.
- Examples project-based learning may include; end of unit performance tasks, classwork assignment, project benchmark assignments, etc.

### **Capstone – 10%**

- Based on all capstone development work. Each course will culminate in a large-scale capstone project presented during the end-of-year exhibition. Students will develop components of this capstone project across the year.

### ***Mastery of Skills and Content***

EBIA expects all students to master Common Core State Standards, AP standards and/or California State Standards. Students will be expected to demonstrate mastery of both content and skills for all of their courses as defined by their weighted course grades. Students will not be able to move forward in their course until they have mastered skills at a basic level.



Mastery will be defined using the following scale:

<b>Grade</b>	<b>Percentage</b>	<b>Description</b>
A	90% or above	Student is consistently demonstrating advanced mastery of skills and content
B	80-89%	Student is consistently demonstrating proficient mastery of skills and content
C	70-79%	Student is consistently demonstrating a basic mastery of skills and content.
F	69% or below	Student is not consistently demonstrating a basic mastery of skills and/or content.

Those students who do not demonstrate mastery at basic level will engage in one or more of the following programs. The content of these programs may include: completion of missing coursework, revision of coursework, instruction in skills and/or content.

Office Hours – During all marking periods, students who do not demonstrate mastery on coursework will be asked to attend teacher office hours from 3:45-5:00pm daily.

Extended Marking Period/Semester – During the intersession (October, January and May) directly following the marking period in which the student did not demonstrate mastery, the student will attend instructional support meetings.

### ***Late and Missing Coursework***

In order to support the ability of students to take ownership for their own learning, EBIA's late and missing work policy is centered on developing a culture of high expectations and accountability. The escalation process for late and missing work is as follows:

#### **Step 1 – Accountability Meeting with Student and Teacher**

Late work will only be accepted once students have engaged in an accountability meeting with the teacher of the course in which they are missing work.

All late Project-Based Learning, Capstone and other assignments will have 5% deducted from the final score.

During accountability meetings, student and teacher will set a new due date for the assignment.

Students should communicate with their teacher ahead of the assignment's due date in order to communicate issue of lateness and to schedule an accountability meeting.

These meetings should occur before school or during teacher office hours.

If students do not complete Step 1 and/or submit the late or missing assignment by the new due date, the issue will be escalated to Step 2.

### Step 2 – Communication with Parent(s)/Guardian(s), Teacher and Advisor

Parent(s)/Guardian(s) must engage in a communication with the student's advisor and the teacher of the course in which they are missing work.

This communication can be an email exchange, phone call and/or in person meeting.

During this communication, participants will discuss the student's course-specific academic and self-directed learning performance, in addition to setting an action plan for submission of the late/missing work.

If students do not complete the action plan and/or submit the late or missing assignment, the issue will be escalated to Step 3.

### Step 3 – Meeting with Parent(s)/Guardian(s), Teacher, Advisor, Student and Grade Level Team.

Parent(s)/Guardian(s) and the student must engage in an in person meeting with the student's advisory and all grade level teachers.

During this meeting, participants will discuss the student's overall academic and self-directed learning performance across all courses, in addition to setting an intervention plan as needed.

## PARENTAL RIGHTS

The following Parents Rights are from the California Department of Education's web site and outline the California law that specifies the legal rights of parents to participate in their children's education Chapter 864, Statutes of 1998).

### *Classroom Observing*

Parents have the right to visit their child's classroom to observe activities. The time and date of the visitation should be arranged in advance with the school.

### ***Teacher Conferences***

Parents have the right to request a conference with their child's teacher(s) and/or the principal. Parents should contact the school to schedule a date and time convenient to all participants.

### ***Volunteering***

Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents should contact the school to determine the terms and conditions of this service. Volunteers who come in regularly will need to present TB clearance and proof of clearance (fingerprinting) from the Department of Justice.

### ***Student Attendance***

Parents have the right to be notified in a timely manner if their child is absent from school without permission.

### ***Student Testing***

Parents have the right to be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests. (Under other state law, parents may request that their child not participate in the statewide tests.)

### ***Safe School Environment***

Parents have the right and are entitled to the assurance of a safe and supportive learning environment for their child.

### ***Curriculum Materials***

Parents have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

### ***Student Academic Progress***

Parents have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.

### ***Student Records***

Parents have the right to access their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.

### ***Standards***

Parents have the right to receive information regarding the academic standards their child is expected to meet.

### ***School Rules***

Parents have the right to receive written notification of school rules, attendance policies, dress codes, and procedures for school visitations.

### ***Psychological Testing***

Parents have the right to receive information on all psychological testing recommended for their child.

### ***Councils and Committees***

Parents have the right to participate as a member of a parent advisory committee, school-site council, or site-based management leadership team, as applicable.

## OUR SCHOOL RULES

**Take care of yourself**

**Take care of one another**

**Take care of our community**

**Live the Innovator Norms**

### Dress Code

- 1) Hats and hoods will be worn outside only.
- 2) Clothing and accessories will display messages and images only if free of explicit, profane, offensive and suggestive content.
- 3) Clothing will cover all undergarments and torsos.
- 4) Clothing and accessories will be free of any representations of gang affiliation.
- 5) Clothing and accessories will be free of images and messages that promote violence and tobacco, drug or alcohol use.
- 6) To ensure safe and active participation in science and fitness courses, close-toed shoes without heels and that are securely fastened around the foot will be worn.

### Cell Phone/Electronic Device Policy

Students will turn off and store away cell phones and personal electronic devices during school hours. Cell phones and personal electronic devices may be used in class only with express permission granted or under supervision by an adult staff member.

*You can find the Tech Use Policy [here](#) or call (510) 577-9557*

### Gum on Campus

Students chewing gum must throw it in the trashcan upon entering school grounds.

### Academic Language

Students will refrain from using profane, rude or offensive language on campus.

## **Public Displays of Affection**

Appropriate, brief and platonic public displays of affection are permitted while at school, on school grounds, and at school-sponsored activities. EBIA staff will use discretion to determine level of appropriateness.

## **Personal Grooming**

Personal grooming (hair and make-up) will take place outside of class time.

## POSITIVE BEHAVIOR SUPPORT PLAN

At EBIA, we strive to create a culture of community, where caring and nurturing relationships exist, giving students a sense of belonging and responsibility to one another. We know that students engaged in rigorous, relevant and real curriculum are more likely to be active participants in the community, eschewing misbehavior that takes away from the productivity of the learning environment. In order to support all students personifying our Six Innovator Norms (Perseverance, Curiosity, Kindness, Respect, Conscientiousness, and Citizenship/Leadership), we have implemented the following positive behavior support plan, with a restorative approach to addressing disciplinary issues that may arise.

We will honor students and staff regularly and publicly for being positive contributors to the EBIA community. Morning Meetings will provide the school-wide forum for recognizing (giving shout-outs to) students for upholding the Innovator Norms, which are tied directly to our core beliefs. Time in Advisory classes will be dedicated to honoring students at a more local level. Acknowledging, validating and affirming our students will take place daily in all classes and throughout campus. While EBIA does not believe in incentivizing positive behavior with extrinsic rewards, we support the idea of setting personal and community goals and celebrating the attainment of those goals in myriad ways that honor process and progress.

We hold high expectations for student behavior and have established a set of behavioral norms and school rules that are in place to support a safe and positive learning environment. Consistency and transparency are the keys to ensuring students understand behavioral expectations. The iterative process of examining and refining these norms is not only encouraged, but expected, as we are an innovative school dedicated to creating a culture where buy-in exists as a result of all voices being heard in order to meet the needs of our community. There is intentionally not a litany of behavioral norms, but these following few, so that we can call attention, when necessary, for correction to anti-community behavior and focus on the positive choices our community makes:

**Take care of yourself**

**Take care of one another**

**Take care of our community**

**Live the Innovator Norms**

*You can find the suspension/expulsion policy [here](#) or call (510) 577-9557*

## Restorative Justice

*Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.*

-excerpt from Amstutz and Mullet, Restorative Discipline for Schools

Instructional time is “sacred” and successful learning experiences depend upon the engaged participation of every student. The community is comprised of individuals who exercise self-discipline while understanding the need for inter-dependency.

Below is an example of teacher response to students making poor choices in class which are adversely affecting the learning environment:

- 1) If misbehavior occurs, the teacher will address the responsible individual(s) respectfully and quietly, reminding him/her/them of the appropriate desired behaviors.
- 2) If misbehavior persists, the teacher will ask the student(s) to step outside the classroom or individually approach the student for a 1-2 minute conference. That conference will provide the student(s) the opportunity to discuss the behavior and ways in which he/she/they can demonstrate to the class that he/she/they is/are ready to learn and re-join the community.
  - a. If the teacher feels the student(s) is/are ready to return to class, the student(s) re-joins the community and demonstrates active scholarly participation. If the student returns to class and continues misbehavior, that student will be asked to write a reflection and be referred to speak to an administrator. The administrator to which the student was referred will notify parents of the referral and discuss next steps.
  - b. If the teacher feels the student(s) is/are not ready to return, the student(s) will be asked to write a reflection about the undesired behavior either in that teacher’s class or a neighboring class.
- 3) If the student(s) return(s) to class after having written a reflection and continues with unproductive behavior, the student(s) will be referred to the office and will engage in the administrative behavior support plan.
- 4) If the behavior in class is extreme in nature and cannot be dealt with following the aforementioned steps, the student will be referred to the office and will engage in the administrative behavior support plan.

## Administrative Behavior Support Plan

Understanding most behaviors will be addressed by the classroom teacher, as a means of re-engaging students in the learning environment, students referred to the office will already have been given multiple opportunities for correcting misbehavior. We treat every student as an individual and will



adjust our approach on a case-by-case basis. We apply restorative justice principles to supporting positive student choices so that unwanted behaviors do not continue, but we can also offer a more traditional model for students and families who prefer not to participate in the restorative approach.

Restorative Approach to Discipline	Progressive/Graduated Discipline System
<p>The following administrative support plan provides some options (in no particular sequence) for students to take part in the reflective and healing process prior to being re-integrated into the community.</p>	<p>The following administrative behavior support plan provides a general framework, assigning consequences that become more dramatic each successive incident a student is referred to the office.</p>
<p><b>Administrative Office Hours</b> (Detention)</p> <p><b>Apology to the Community</b></p> <p><b>Community Service</b></p> <p><b>Counseling</b></p> <p><b>School/Family Conference</b></p> <p><b>Referral to Outside Counseling</b></p> <p><b>Reflection Room</b></p> <p><b>Restorative Justice Circle</b> (bringing together members of the Community, including those harmed)</p> <p><b>School Beautification Project</b></p> <p><b>Schedule Change</b></p> <p><b>Suspension</b> (While we try to avoid suspension from class or school, it is sometimes necessary, depending on the severity or frequency of the infraction)</p>	<p><b>Referral #1</b> - Conference with student, counseling about making better choices, call home and first official warning.</p> <p><b>Referral #2</b> - Conference with student, counseling about making better choices, call home and one (lunchtime or after-school) detention assigned.</p> <p><b>Referral #3</b> - Conference with student, counseling about making better choices, call home and two (lunchtime or after-school) detentions assigned. Parent conference required.</p> <p><b>Referral #4</b> - Conference with student, counseling about making better choices, and behavior contract put in place at family and grade level team meeting.</p> <p><b>Referral #5</b> - Conference with student, counseling about making better choices, parent/guardian conference to put behavior contract in place and up to a one-day at-home suspension.</p> <p><b>Referral #6</b> - Conference with student, counseling about making better choices, and up to a two-day at-home suspension.</p> <p><b>Referral #7</b> - Conference with student, counseling about making better choices, and up to a three-day at-home suspension.</p> <p><b>Referral #8</b> - Conference with student, counseling about making better choices, and up to a four-day at-home suspension. <i>A Manifestation Determination meeting may take place if student has 504 or IEP.</i></p> <p><b>Referral #9</b> - Conference with student, counseling about making better choices, parent/guardian conference, second behavior contract in place and up to a five-day at-home suspension.</p> <p><b>Referral #10</b> - Conference with student, counseling about making better choices, parent/guardian</p>

	<p>conference and up to a five-day at-home suspension. <i>Hearing to determine whether or not student will be expelled from EBIA.</i></p>
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In cases of extreme misbehavior, i.e. any acts described as suspendable offenses by Education Code 48900 or 48915, administrative discretion will be used to determine appropriate consequences.

**Sexual Harassment Policy**

Sexual harassment of or by any student or member of the EBIA staff shall not be tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual’s performance at School and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual’s access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to another school staff member. The Executive Director will promptly investigate all such incidents in a confidential manner.

## **Student Code of Conduct – Bullying**

This code of conduct is adopted by EBIA and is to be followed by every student while he or she is on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

Any student who engages in bullying may be subject to disciplinary action. Students are expected to immediately report incidents of bullying to an EBIA 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 school believes that the investigation or complaint was not resolved appropriately, the student or the parent of the student should contact the principal or the school office.

## **Academic Honesty**

The Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension from School.

Plagiarism and Copyright Infringement definitions:

- 1) Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- 2) Users will respect the rights of copyright owners and not infringe on those rights.

Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

## STUDENT COMPLAINTS

### Notification

It is the intent of the EBIA to integrate conflict resolution skills into the curriculum. In accordance therewith, students that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills without the intervention of a school employee. If, however, the student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Administrator of the complaint if it cannot be resolved immediately at that level. Parents/guardians will be notified if necessary.

Students who have complaints against school personnel or programs may notify a teacher or Administrator. If a teacher, or any other staff member, is notified of a student complaint against school personnel or programs, the teacher shall notify the Administrator.

### Procedures

Depending upon the nature of a complaint, the pupil will be provided information concerning the applicable policy and procedures to be followed. For instance, if the complaint is one of sexual harassment or other discrimination, the student will be provided with a copy of the School's policy against harassment and discrimination and provided a complaint form and apprised of the procedures under the policy.

If EBIA has no specific policy or procedures for the particular complaint, the Administrator, or his/her designee, will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate a written statement of the pupil's complaint will be obtained from the student.

### Confidentiality

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

### Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

### Resolution

Administration will investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



East Bay Innovation Academy (the “Charter School”) has adopted this policy to address complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. In addition, the Charter School has adopted this procedure to address complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, or complaints regarding unlawful student fees.

### *Scope*

The Charter School’s policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, or regarding unlawful student fees.

(3)The Charter School acknowledges and respects every individual’s rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the Complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any Complainant in the complaint process, including but not limited to a Complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the Complainant.

### *Compliance Officers*

The Charter School Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the Charter School’s compliance with law:

Head of School (aka Executive Director): Devin Krugman

3400 Malcolm Avenue, Oakland, CA 94605

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

### *Notifications*

The Executive Director or designee shall annually provide written notification of the Charter School’s Uniform Complaint Procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the Charter School’s Uniform Complaint Procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the Complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the Complainant of the appeal process pursuant to Education Code Section 262.3, including the Complainant’s right to take the complaint directly to the California Department of Education (“CDE”) or to pursue remedies before civil courts or other public agencies.

4. Include statements that:
  - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the Complainant agrees in writing to an extension of the timeline;
  - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the Complainant first obtains knowledge of the facts of the alleged discrimination;
  - d. The Complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
  - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

### *Uniform Complaint Procedures*

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

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 the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination. A complaint 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 shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

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

- **Step 2: Mediation**



Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of a 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 Charter School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

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

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

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

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

- Step 4: Response

OPTION 1:

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

## OPTION 2:

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

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

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

- Step 5: Final Written Decision

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

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the Complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the Complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

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

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

#### Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions

and restraining orders. For discrimination complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## ADMINISTRATION

### Enrollment

Enrollment at EBIA is governed by regulations for charter schools set forth in California Department of Education code for Charter Schools and our own charter.

### Registration

Once a child has applied to and been accepted by EBIA, students are formally enrolled. At the time of enrollment the Enrollment Process must be followed.

### Enrollment Process:

The enrollment process is:

- Completion of student enrollment forms
- Handbook Acknowledgment
- Proof of immunization
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g., birth certificate

**Please notify the office, if any registration information changes. It is essential that we have accurate information regarding your address, home telephone number, daytime phone numbers and emergency contact numbers.**

### Withdrawal from School

Please notify the office personnel at least one week in advance, if your child will be withdrawing from school. If possible, please provide your forwarding address, and the name and address of the school your child will be attending. Student records will be forwarded upon receipt of the request from the new school. All school property must be returned before withdrawal.

### Telephoning

In general, school telephones are for business use and for educational or emergency use by students. Only urgent messages will be delivered to your child. Please take care of personal business, such as rides home, etc., prior to school.

### Visitors

Visitors are welcome. Please call in advance to set up an appropriate time to visit and to ensure that the class you wish to observe is available. Please note that parents or other authorized volunteers must sign in and out at the office and wear a visitor badge. These procedures are designed to protect our children from unauthorized individuals and to document volunteer hours.

## Notices and Announcements

The EBIA newsletter is a regular means of sharing school news publishing the school calendar, issuing reminders, and thanking volunteers and contributors. If you have an article to include in the newsletter, please turn it in to staff for approval and inclusion in the newsletter. If you would like the newsletter emailed to you, send an email request to: [info@eastbayia.org](mailto:info@eastbayia.org).

Newsletters are available on our website: [www.eastbayia.org](http://www.eastbayia.org), as well as other useful information.

**PARENTS' PERMISSION FOR THE PUBLICATION  
OF STUDENT WORK/PICTURES**

I understand that from time-to-time the school may wish to publish examples of student projects, photographs of students, and other work on an Internet accessible World Wide Web server.

**PARENT AND STUDENT HANDBOOK ACKNOWLEDGEMENT**

We acknowledge, by our signatures below, that we have read, discussed, understand and agree to abide by the expectations outlined in the "EBIA 2014-2015 Parent and Student Handbook".

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**PARENT/GUARDIAN AND STUDENT, PLEASE SIGN  
and  
RETURN TO SCHOOL WITHIN 7 DAYS.  
THANK YOU!!**

[School calendar](#)

[Tech policy](#)

[Suspension Policy](#)