



**Learning Without Limits
Student & Family Handbook
2023-2024**



Learning Without Limits

SY23/24 Student & Family Handbook Acknowledgment Form



The 2023-2024 LWL Student & Family Handbook is available on our school website and is viewable by QR code. *Hard copies are available upon request.*

By signing this form, I agree to the following:

- Follow the policies and agreements outlined in the 2023-2024 LWL Student & Family Handbook; and
- Confirm receipt of the 2023-2024 LWL Student & Family Handbook Acknowledgment Form.

Student Last Name	
Student First Name	
Grade	

Parent/Guardian Name

Parent/Guardian Signature

Date



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WELCOME!

We would like to welcome all new and returning families to Learning Without Limits, an Education for Change Public School (EFC Public School). At Learning Without Limits, we are dedicated to creating a powerful, engaging learning environment that prepares and inspires ALL students to succeed in college and beyond.

The Learning Without Limits community has attracted some of the best teachers in California. We have an incredibly talented staff that is eager to support and educate your child. Our teachers and staff help students grow into leaders who care about their peers and who are able to act in support of what they believe in.

At Learning Without Limits, students and families are part of a community in which relationships are nurtured and student growth is a collaborative effort. We are grateful that our student and family community is very strong, and we are inspired by our community's ability to roll-up our sleeves and do whatever it takes to support our school. Please continue to get involved - the stronger our partnership, the stronger our students will become!

This handbook is intended to inform families of Learning Without Limits' policies and procedures. Please review the handbook closely with your child, sign the Acknowledgement Form and **return it to the main office.**

If you have questions, concerns, or comments, please do not hesitate to contact us. We can be reached at 510-879-1292.

We look forward to working with you this year!

With respect,



Ms. Fox
Principal

THE EDUCATION FOR CHANGE MODEL

EFC Public Schools is committed to improving outcomes for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Through our unique model, we transform neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful K-12 pipeline to success in college and career.

We recruit and develop the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland.



We invest in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children.

And we build and maintain strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

EFC Values

We believe this work must be guided by the following common set of core values:

1. **Connected:** We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.
2. **Inclusive:** We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.
3. **Interdependent:** Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.
4. **Learners:** We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC Instructional Vision

Purpose

The purpose of the EFC instructional principles are to define, at a high level, what we believe must be true for all students to meet our mission.

Over time, these principles will help to align our instructional frameworks and approach and inform our decisions related to program development and instructional support.

Instructional Principles

Principle 1: MASTERY OF KNOWLEDGE AND SKILLS

We believe a core task of educators is to ensure that each student builds the knowledge and skills necessary to reimagine and transform our world, and succeed and thrive within it.

Specifically, students must:

1. Apply learning: transfer skills and content knowledge to authentic and meaningful situations by designing, constructing, and creating new models and solutions
2. Think critically: apply tools and techniques to formulate and solve problems, synthesize and question complex ideas, consider multiple perspectives and revise thinking
3. Communicate effectively: clearly write, speak, and present ideas through a variety of media, within and across disciplines, for diverse audiences and purposes



Principle 2: STUDENT AGENCY

We believe that to succeed in the 21st century, students must develop “agency”, or the capacity to originate and direct actions for a given purpose. Empowering students with agency is complex work, as agency requires we focus on a set of foundational habits to be internalized.

Specifically, students must:

1. Demonstrate growth mindset: readily take risks, recognize and build on personal strengths, consistently work to improve skills through practice and effort, and actively seek resources and feedback
2. Feel a strong sense of self-efficacy: believe in one’s own capabilities to organize and execute strategic action to attain identified goals
3. Self-regulate as learners: set goals, plan, organize, self-monitor, and reflect; maintain awareness of oneself and one’s surroundings; and manage one’s emotions, attention and behaviors to reach identified goals

Principle 3: ACADEMIC ACCELERATION

We believe that all of our students, regardless of background, must make accelerated progress towards mastery of rigorous standards. Because each child has their own unique learning trajectory, we must provide a targeted and strategic program designed to accelerate their learning. To this end, EFC schools provide a Multi-Tiered System of Support that combines universal access to the state standards with coherent supplemental and intensive supports.

Specifically, all students must have ACCESS to:

1. Rigorous grade-level content:
 - Multiple opportunities to engage in learning
 - Multiple opportunities and formats to demonstrate learning
 - Appropriate language and concept scaffolds to support content accessibility
2. Supplemental and intensive supports, as needed:
 - Flexible and responsive direct instruction in rapid data cycles focused on highest leverage skills
 - Data-informed pedagogy that includes progress monitoring and instructional mitigations towards clear learning targets
 - Behavioral and social-emotional supports that facilitate student engagement and access to classroom instruction
 - A strong asset orientation that seeks to acknowledge and celebrate academic growth and build student confidence

Principle 4: ACTIVE ENGAGEMENT

We believe that when students are challenged in meaningful, rigorous and relevant tasks, learning at its core is a joyful experience. Relevant learning requires inclusivity of the diverse backgrounds of all students, social processes that promote collaborative interpretation of ideas, and authentic tasks that mirror the world at large.

Specifically, students must:

1. Sustain attention on rigorous learning tasks: explore all dimensions of a complex problem to build on existing schema and deepen understanding of the world
2. Demonstrate a passion for learning: broaden curiosity through inquiry into authentic, content-integrated tasks

THE LEARNING WITHOUT LIMITS WAY

Mission



Our mission at Learning Without Limits is to provide all students with rigorous, culturally relevant, and empowering education - grounded in caring, leadership, achievement, and perseverance - developing liberated students as lifelong learners.

Vision

Learning Without Limits believes authentic, caring relationships develop a joy for learning that allows students to achieve. When students feel seen, valued, and understood, they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who communicate effectively. LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners, who can drive and advocate for their own learning.

Our school is founded through a partnership between families and teachers who shared a dream of what a school should be. This partnership, as well as our partnership with Education for Change, drive our school's decisions as we relentlessly focus on the continuous refinement of high-quality instruction, strive to close the opportunity gap, and raise empowered leaders who will exit our doors, ready for higher education.

Core Values

Learning Without Limits develops and sustains an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive behavior and academic achievement is grounded on the teaching and practice of our CLAP core values: caring, leadership, achievement, and perseverance. At Learning Without Limits, we will live and exercise our CLAP core values each and every day. Our CLAP core values are listed below:

- Caring
- Leadership
- Achievement
- Perseverance

Community Chant

Every morning, we affirm and celebrate our vision for how our students will regard themselves as they leave our doors with our Community Chant:

*We stand on the shoulders,
Of those who came before us,
As we grow into leaders,
Who are passionate
And care about making our world better.
We are equipped with skills and knowledge,
Filled with curiosity,
And we know that even when we face challenges,
...We. Will. Achieve! (staccato)*

Mascot & Colors

The Learning Without Limits mascot is Dexter the Dragon. The school colors are burgundy and white. Black and gray will often be used as complementary or alternative colors.

SCHOOL CONTACT

Contact Information

School Contact

Learning Without Limits
2035 40th Avenue
Oakland, CA 94601



(510) 879-1282





District Contact

Education for Change Home Office
333 Hegenberger Road, Suite 600
Oakland, CA 94621



School-To-Home Communication

At Learning Without Limits, we do everything we can to see that the families of our students are well informed of all events and activities at the school. We send newsletters once a month with announcements, activities, reminders, volunteer requests, etc., which are printed and placed in the main office for those who do not have technology access. In addition, we use ParentSquare and DeansList to inform families of upcoming events as well as occasional emergency messages. For access to our communication, it is imperative to keep the school informed of changes regarding student information, including mailing address, email address, and telephone numbers.

School Leadership Team

 Nicki Fox	<i>Principal</i>	nfox@efcps.net
 Karen Schreiner	<i>Assistant Principal</i>	kschreiner@efcps.net
 Malena Salazar	<i>Site Operations Manager</i>	msalazar@efcps.net
 Plinio Hernández	<i>Dean of Culture</i>	phernandez@efcps.net



	<i>Dean of STEM Instruction</i>	pjames@efcps.net
	<i>Dean of ELA & Specials Instruction</i>	choffpauir@efcps.net

SCHOOL SCHEDULE & CALENDAR

Schedule

SCHEDULE		M / TU / TH	W / F	AM RECESS		
Grade(s)	START	END	END	Grade(s)	START	END
BREAKFAST	7:40 AM	8:10 AM				
TK/K	8:15 AM	2:50 PM	1:40 PM	TK/K	10:00 AM	10:15 AM
1		2:50 PM	1:40 PM	1	10:15 AM	10:30 AM
2		2:50 PM	1:40 PM	2	10:15 AM	10:30 AM
3		3:00 PM	1:50 PM	3	9:45 AM	10:00 AM
4		3:00 PM	1:50 PM	4	10:55 AM	11:10 AM
5		3:00 PM	1:50 PM	5	10:55 AM	11:10 AM
LUNCH				PM RECESS		
Grade(s)	START	END		Grade(s)	START	END
TK/K	11:15 AM	11:35 AM		TK/K	11:35 AM	11:55 AM
1	11:55 AM	12:15 PM		1	12:15 PM	12:35 PM
2	12:15 PM	12:35 PM		2	11:55 AM	12:15 PM
3	11:35 AM	11:55 AM		3	11:15 AM	11:35 AM
4	12:35 PM	12:55 PM		4	12:55 PM	1:15 PM
5	12:55 PM	1:15 PM		5	12:35 PM	12:55 PM

Annual Calendar



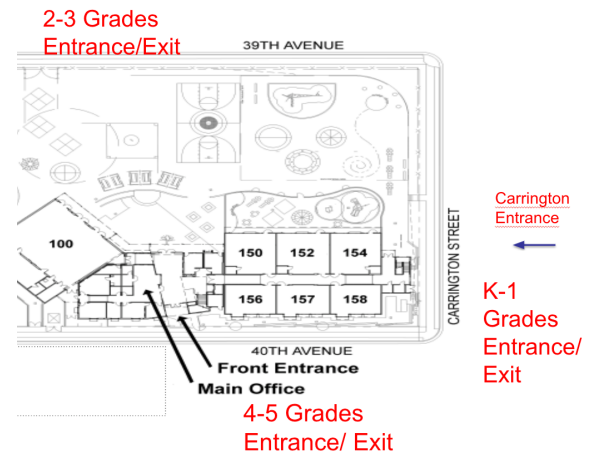
See <https://www.efcps.org/learning-without-limits> for the annual calendar and additional information. Hard copies of the annual calendar are also available in the main office.

ARRIVAL & DISMISSAL

Drop-Off & Pick-Up

Drop-off and pick-up takes place at different gates for specific grade levels. See map below.

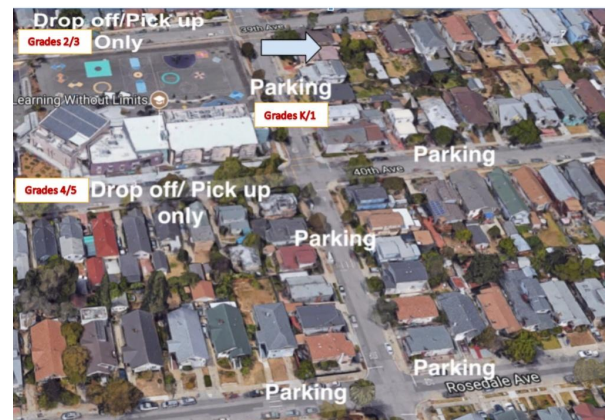
- Grades K-1: side gate on Carrington Street
- Grades 2-3: back gate on 39th Street
- Grades 4-5: main entrance on 40th Street



Parking

Please note that traffic can be a challenge, especially in the morning for arrival and the afternoon for dismissal. Support us and each other during arrival and dismissal by refraining from double parking. If you would like to drop off or pick up your child from the grade-level gate in person, please find parking in our neighborhood and then drop off or pick up your child from the grade-level gate. The map is shown below.

On the first and third Wednesdays and Thursdays of the month, there is street sweeping between 9:00am and 12:00pm. Be mindful of which street you park on during street sweeping days to avoid receiving a citation from the city.



Arrival

Students are expected to be at school and engaging in our Community Chant by 8:15am every school morning. All grade-level entrances close at 8:15am. After 8:15am, students are tardy and must enter the school building through the main entrance on 40th Street.

Our school opens at 7:40am every morning. There is supervision in the cafeteria and the yard starting at 7:40am. There is no adult available before 7:40am; families must drop off students to school, starting at 7:40am.

Breakfast is served in the cafeteria from 7:40am to 8:10am. Breakfast is available free of charge to all students.

Students are not allowed in the hallways, pod area, or the main foyer before our Community Chant, unless they are accompanied by a family member or an adult due to a scheduled meeting with a team member or other reasons.

Dismissal



All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. See grade-band dismissal schedule for regular days (Mondays, Tuesdays, and Thursdays) and minimum days (Wednesdays and Fridays) below.

	Regular Day: M / Tu / Th	Minimum Day: W / F
Grades K-2	2:50pm	1:40pm
Grades 3-5	3:00pm	1:50pm

Only Grades 4-5 students with a signed “Permission to Walk Home” form may walk home on their own.

Any adult picking up a student MUST be on the Emergency Cards. If another family member or acquaintance is picking up a student, please notify the main office if the adult is not on the Emergency Cards. For safety reasons, students will not be released until the school receives confirmation from the family/guardian.

Late Pick-Up

All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up. Gatekeepers will bring students to the main office and the main office team will call families to pick up their child.

Each time a student is picked up late, the main office team will make a note. After three late pick-ups, the Dean of Culture will schedule a phone conference with the family of the student and problem-solve with the family regarding pick-up.

SCHOOL CAMPUS

Closed Campus

Students are to stay on campus from the time they arrive at school until they are dismissed. Students leaving campus without permission will be subject to appropriate school discipline (see “Student Discipline” section). At times, students may leave campus for a field trip. Families and guardians will be notified of these dates, and must sign the appropriate permission slips. All school rules apply.

The Global Family Elementary School campus is off limits to Learning Without Limits students and vice versa when school is in session. In addition, students should only access the MPR/Cafeteria during lunch and other school culture events such as CLAP assemblies. Students will be able to use the courtyard during separate, supervised lunch, morning recess, and afternoon recess during the school day.

Cafeteria

The cafeteria also functions as the multi-purpose room (MPR). Once students get their breakfast or lunch, students must sit down and eat to avoid choking (while running or moving about).

Only adults with a cleared TB test and fingerprint clearance submitted to the main office may be in the cafeteria during breakfast and lunch.

Bathrooms

Bathrooms should be kept clean and quiet at all times. There is no playing or bullying allowed in the bathrooms. Students must request permission from an adult before going to the bathroom. After permission is granted, students must have a pass to go to the bathroom.



If there is a problem with a bathroom, students should notify an adult or report the problem to the main office.

The only adults who should ever be in the student bathrooms are custodians and staff members who are supervising or dealing with a specific problem. If a student sees an adult in the student bathroom whom the student does not know, the student should leave the bathroom and notify a staff member immediately.

Families/guardians and visitors must use the main office bathrooms.

Hallways

Students must request permission from an adult before going to the bathroom, main office, or another classroom. After permission is granted, students must have a pass on their way to their destination. In the hallways, students are expected to walk on the right side of the hallway in a safe and quiet manner so as not to interrupt learning happening in other classrooms.

Courtyard

Staff members supervise students during all recess times and as part of morning arrival between 7:40am to 8:15am. Students may not be on the courtyard during class unless accompanied by an adult.

During recess, students on the courtyard must use the bathrooms next to the main building and not enter the hallways because there is no hallway supervision.

Visitors

Guest-students, siblings, friends, and other relatives may not attend class if they are not enrolled. Visitors, especially families/guardians, are always welcome to drop in. Visitors who do not comply with school policies will be asked to leave. Families are able to come into school between the hours of 9:00-1:30pm and by appointment. All families and all visitors must check in at the main office and receive a visitor's sticker pass prior to entering the school.

[EFC Visitor Policy](#)

Volunteers

Learning Without Limits welcomes volunteers in the main office and school campus. All volunteers must sign up as a school volunteer with the main office and fill out required documentation before volunteering at Learning Without Limits.

[EFC Volunteer Policy](#)

FAMILY INVOLVEMENT

Family involvement and engagement is an important part of creating a successful learning community at Learning Without Limits, and necessary to fulfilling the school's vision.

Family Leadership Council (FLC)

The Family Leadership Council (FLC) serves as the Local Governance. The purpose is to address and provide an opportunity for the school community to give input on instructional and non-instructional issues as they pertain to the school, including: curriculum, budget, schedule, student health and welfare, programs, procedures, and other issues, as deemed appropriate.



Interested families/guardians should contact the main office for more information. The Family Leadership Council (FLC) meets once a month, on the first Tuesday of each month from 5:30-6:30pm. Spanish translation is available.

OPERATIONS

Dress Code & Uniform

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

All students are expected to wear the Learning Without Limits uniform polo shirt and/or sweater, along with black or khaki uniform pants, shorts, or skirts. Pants are encouraged as children may fall or trip during play. Skirts must come down to two inches above the knee or longer.

Students must wear shoes that are suitable for running and playing. Students must wear closed-toed shoes and may not wear heelies, dress shoes, or sandals to school.

Clothing, apparel, and/or accessories that could be construed as sexual, violent, inappropriate (such a drugs and alcohol), or gang-related may not be worn to school.

If a student arrives at school not in uniform, the student will be given a loaner polo shirt and/or sweater to borrow for the day.

Contacting Students at School

If families experience an emergency at home, please call the main office and the main office team will call the classroom and request the child to come to the main office. However, please consider that the school tries not to interrupt learning. Families should not expect students to answer cell phones or return text messages during school hours.

If students need to make a phone call home during school hours, they must check in with the main office and use the school phone in between classes: before school, during morning recess/lunch/afternoon recess, and after school. Students may not make a phone call in the main office or use the classroom phone to call families during class.

Food & Drink

To maintain and promote a professional atmosphere, and protect our equipment and facilities, food and drinks will be allowed only during designated eating times and in designated eating locations. Food must only be eaten in the cafeteria or outside during morning recess or afternoon recess. There is to be NO food and/or drink (except water) in classrooms. Drinking bottled water is acceptable, except when working with digital technology.

Good nutrition helps children grow and learn. Oakland schools, including Learning Without Limits, adheres to the Wellness Policy and follows the Healthy Food Guidelines. Foods that meet the Healthy Food Guidelines include: fruit, vegetables, dairy food, protein, and whole grain food. Foods that are **NOT** okay on school campus include: fried chips (i.e., Flamin Cheetos, hot chips, cheesy nachos, and potato chips, etc.); candy (i.e., chocolate, lollipops, gummies, etc.); sugary drinks, including soda and energy drinks; and fast food.

No gum, candy, chips, soda, energy drinks, fast food, or nuts are allowed at school. If a student brings food that is not allowed, it will be taken and returned at the end of the school day. If a student continues to bring food that does not meet the Healthy Food Guidelines, they will be taken and returned to the families/guardians.



Fruit and vegetables are healthy snack alternatives. Students may eat a snack during morning and afternoon recesses.

Students are discouraged from sharing food. Many children have food allergies or dietary restrictions.

Lunch

All families/guardians complete and fill out an application for free and reduced-priced meals at the beginning of the school year, during Registration Day.

Lunch Drop-Off

Families/guardians who are dropping off lunch for students must drop off the lunch at the main office. The main office team will distribute lunch at the beginning of each grade-level lunch. Students may not be taken out of class to retrieve lunches from families/guardians.

Birthday Celebrations

In order to make celebrations fair for all students, Learning Without Limits maintains the following birthday celebration expectations. The school recognizes that each child's birthday is a special event and enjoys celebrating with students. However, the celebrations should not create a competition between students or interfere with learning.

Families/guardians are encouraged to bring and drop off individual healthy treats to share with the whole class. Birthday celebrations must occur during the last 15 minutes of the school day or after school only. **Families/guardians and teachers must inform the main office at least 24 hours in advance of the birthday celebration.**

Toys

Students may not bring personal toys, stuffed animals, trading cards, music players, electronic devices, or games to school. Personal items from home often get lost, broken, or taken and cause disagreements among students.

If a teacher or an adult sees any personal toys, stuffed animals, trading cards, music players, electronic devices, or games, s/he will hold the items for the student until the end of the school day.

Lost & Found

In order to help the school return lost items to students, clothing articles, backpacks, and other items should be labeled with the student's name, using a permanent marker. All items presumed to be lost or misplaced by students will be placed in the Lost & Found metal rack and bin by the main entrance. Operations team members will check items for labels to return items to the owners. Unclaimed items without labels or names will be donated to a local donation center the first Monday of each month. The school assumes no responsibility for lost items.

Family Tips

- Label or write the **child's name with permanent marker** on his/her coats, jackets, hoodies, sweaters, backpacks, lunch boxes, and water bottles so items can be easily identified if lost or misplaced.
- Everyone loses things now and then. When students lose something, they can look for it in the Lost & Found metal rack and bin by the main entrance. When students find lost or misplaced items, they can bring the items to the Lost & Found metal rack and bin by the main entrance. If the item is valuable (costs more than \$100), students should bring the item to the office for safekeeping.
- Items that are not necessary for school, especially valuable ones, are best left at home.

Lost and/or Misplaced Items

1. Check the Lost & Found metal rack and bin by the main entrance.



2. If the item is not there, check again after a day or two because someone might have found the item and turned it in later.
3. If the item has not been turned in to the Lost & Found metal rack and bin, inform the main office.

Field Trips

Learning Without Limits always strives to make learning relevant. This entails frequent interaction with resources outside of school. Therefore, families/guardians must sign a Field Trip permission form for each field trip. Families/guardians are notified in advance when students will be taking a field trip and will receive additional forms and information regarding the specific details of the field trip.

ATTENDANCE

At Learning Without Limits, the school expects students to come to school on time, every day. More time in class means more time for learning, thereby preparing all students to access and excel in the college and career of their choice. Every minute of a child’s time at school is important. Students who are absent for even one day, or who arrive late to school, miss valuable learning time and can easily fall behind in school. While there are legitimate reasons to miss school such as illness (including COVID-19) and bereavement, students should be in school at all times so they can meet their full academic potential while attending Learning Without Limits. Families/guardians are responsible for sending students to school everyday and planning vacation trips and absences for personal reasons during school breaks so that the education process is not disrupted.

Daily attendance is taken electronically by 8:30am every school day. If a student is not in class and the main office cannot determine a reason for the absence, the student’s family/guardian will be called.

Students who demonstrate perfect attendance will be recognized during CLAP assemblies and community celebrations throughout the school year!

Reporting & Clearing Absences

If a student will be absent, please notify the main office (510-879-1282) or stop by the main office to notify and provide a reason for the absence. If a student is marked absent and the main office has not received a phone call or notice of absence, the main office will call the family/guardian.

After the eighth (non-consecutive and consecutive) absence, a doctor’s note is required to be submitted to the office for the absence to be excused. A doctor’s note must be turned in for absences of more than three consecutive days. Families/guardians must clear absences within 24 hours immediately following an absence. Absences must be cleared within three days; otherwise, it will be considered an unexcused absence.

Students may be disenrolled after 10 consecutive absences without a response from the family/guardian.

Students who are absent three days without an excuse will receive a SART letter. Multiple SART letters can result in not attending and/or participating in school culture events (i.e., spirit week, field trips, etc.), court fines, and disenrollment from Learning Without Limits.

Excused & Unexcused Absences

Families/guardians will be contacted in the event there is an excused or unexcused absence. All absences will be indicated on weekly student reports from DeansList and trimester report cards.

Excused Absences	Unexcused Absences
<ul style="list-style-type: none"> ● illness (<i>medical note required for 3+ days</i>) 	<ul style="list-style-type: none"> ● unverified absences



<ul style="list-style-type: none"> ● injury (<i>medical note required for 3+ days</i>) ● quarantine (COVID-19) ● medical/dental appointments ● funeral services ● immunization ● religious holidays ● court appearances 	<ul style="list-style-type: none"> ● leaving campus without permission ● personal reasons ● vacation
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Independent Study

If a student is going to be out of school for more than three days, an Independent Study (IS) Contract may be assigned to the student upon approval from the Principal.

IS will only be approved for the following reasons:

1. quarantine;
2. health/medical reasons for 3+ days with documentation;
3. “home and hospital” instruction; and
4. bereavement (up to 3 days if domestic and up to 6 days if international).

IS exceeding 14 days in one academic year shall only be approved for the following reasons:

1. quarantine;
2. health/medical reasons; or
3. “home and hospital” instruction.

To request for an Independent Study (IS) Contract, stop by the main office and inform the Attendance Manager at least two days prior to the start of the Independent Study (IS) period so that the Principal can review the request, and upon approval, provide assignments while the student is out. The Independent Study (IS) contract needs to be approved, signed, and reviewed in full before taking effect.

Independent Study (IS) is offered as an alternative instructional strategy, not an alternative curriculum or approach to attending school.

[EFC Independent Study Policy](#)

Tardies

Students are expected to be at school and in Community Circle by 8:15am every school day. All grade-level entrances close at 8:15am. After 8:15am, students are tardy and must enter the school building through the main entrance on 40th Street. Students must pick up a tardy slip from the main office before entering class.

Early Release

To ensure the safety and learning of all students, students are expected to stay in school until their dismissal time. **Learning Without Limits will not be releasing students during the last 30 minutes of school. Please schedule routine medical or other appointments before or after school day hours. Keep in mind that Wednesdays and Fridays are minimum days; therefore, Wednesday and Friday afternoons are the best times to make medical or other appointments.** In the event that this is not possible, families/guardians must phone, email, or send a note to the main office before students may leave campus.

When picking up a student, please notify the main office and the main office team will call the classroom and request the child to come to the main office. The student must wait in the main office until families/guardians arrive. Families/guardians must go to the main office to sign in and out students.



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

Truancy

In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the age of 6, the school is still required to follow the same procedure as the student is the school's responsibility.

Students who are absent three days without an excuse will receive a SART letter and will be entered into the Learning Without Limits's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process.

Chronic Absences

Students who are absent for more than 10% of school days and/or who are consistently tardy (tardies over 30 minutes) more than 10% of school days are considered to be chronically absent. Chronic absences cause extended loss of learning and instructional time. Extended loss of learning and instructional time leads to students falling behind and possible retention. Students considered to be chronically absent (missing more than 10% of their days enrolled) will be entered into the Learning Without Limits's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process.

SART & SARB Attendance Review Procedures

Attendance data is reviewed on a weekly and monthly basis. The Learning Without Limits's SART (School Attendance Review Team) and SARB (School Attendance Review Board) process is described below:

1. SART Letter 1 Notification and Attendance SART Meeting 1 at Learning Without Limits;
2. SART Letter 2 Notification and Attendance SART Meeting 2 at Learning Without Limits; and
3. SART Letter 3 Notification and Attendance Review SARB Meeting at Education for Change Public Schools.

For students who do not meet the attendance goals agreed upon during SART and/or SARB meetings, Learning Without Limits and Education for Change Public Schools may make a report to the Truancy Officers with Alameda County.

STUDENT HEALTH & WELFARE

Emergency Cards

Each student must have an Emergency Card, available in the registration or re-enrollment packet, completed by his/her family/guardian. The Emergency Card is kept on file in the main office. The Emergency Card includes the following information:

1. Family/guardian complete names, address, and home telephone numbers;
2. Family/guardian work telephone numbers and cell numbers;
3. Other authorized adults' complete names, addresses, and telephone numbers who can be called in an emergency when a family/guardian cannot be reached; and
4. Medical and health information.

Please keep this information updated throughout the year to assist us in helping your children. To ensure student safety and timely communications, it is imperative to keep the school informed of changes regarding student information, including mailing address, email address, and telephone numbers.

Medications & First Aid



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

Whenever possible, medication should be given at home. However, if a student needs to take medication during school hours, the school requires the following:

1. The family/guardian must complete and turn in the Medication form to the main office. The Medication form must be accompanied by a healthcare provider and must be filled out each year.
2. The family/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 the 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 are allowed to keep medication in their backpacks, desks, or clothing if the family/guardian and the physician filled out and signed the Medication form.

It is also advised that the families/guardians 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 main office.

Head Lice

The goals of providing a healthy and safe environment for students with head lice are to: (1) maximize academic performance; and (2) minimize absences due to unnecessary exclusion of students with head lice.

To better manage and to limit the spread of head lice infestations, staff members shall report all suspected cases of head lice to the main office. Upon notification, office staff shall examine the student. If nits are found, but there are no live (crawling) lice on the hair, the student will be re-inspected within 7-10 school days.

If live (crawling) lice are found on the hair, the parent/guardian shall be notified by the end of the day via phone and/or a note sent home with the student. **THE CHILD WILL NOT BE SENT HOME OR EXCLUDED FROM CLASS.** The parent/guardian shall be provided information and encouraged to verify treatment as soon as possible. If the parent/guardian is unable to afford treatment, the student will be referred to appropriate community services. Parents/guardians in the affected classroom will be notified to encourage parents/guardians to check their children and to treat, if appropriate; and to examine students most likely to have had direct head-to-head contact with the affected student.

Students affected with head lice shall be discouraged from direct head-to-head contact with other students. Staff members shall maintain the confidentiality of students identified as having head lice.

Accidents & Illnesses

If a student is hurt, has a fever of 100 degrees or higher, tests positive for COVID-19, or comes down with any type of illness that prevents the student from continuing the school day, the student's family/guardian will be called and notified. The student must then stay in the main office until the family/guardian picks the student up.

Care & Supervision of Students

Teachers and staff members may not send a student out from the school campus for any reason without permission from the Principal.

If a student needs to stay after school, teachers must inform families/guardians ahead of time. All students kept after dismissal must be supervised by an adult until they are picked up by families/guardians.



Adults must get permission from families/guardians to transport students to or from school.

Learning Without Limits will only release a student to individuals listed on the student's Emergency Card unless a family/guardian provides written or verbal permission to the main office for someone else to pick the student up.

Families/guardians must provide permission before Learning Without Limits can take photographs or videos of students for publicity purposes.

Food Allergies & Dietary Restrictions

Families/guardians are responsible for informing the main office and teachers know about students' food allergies and other dietary restrictions. Families must fill out and submit a form for students' dietary restrictions.

Emergency Preparedness

A Safety Plan for all Education for Change Public Schools governs what happens at Learning Without Limits in the event of an emergency. The objective of the Safety Plan is to provide effective action to minimize injuries and loss of life among students and school personnel in case of disaster during school hours. The Principal, working in cooperation with County disaster officials, will make decisions and determine actions within the framework of student and employee safety.

Emergency Procedures

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

1. Stand by (stay where they are);
2. Take cover; and
3. Evacuate the building and assemble, with school staff, in predetermined areas.

Evacuation routes are posted in each classroom and workspace. Under no circumstances will teachers release their students unless given directions to do so by the Principal. Any adult calling for a student will be required to identify him/herself to an assigned staff member before being allowed to take a student out of school.

Families in Transition

Families in transition are welcome and encouraged to enroll at Learning Without Limits. The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness.

Our school's McKinney-Vento Coordinator is our Site Operations Manager, Berenice Cortez. Unhoused youth and families should contact Berenice Cortez (bcortez@efcps.net) for assistance with enrollment applications, referrals to services, access to technology, and other questions.

ACADEMICS

Grading

Learning Without Limits implements a standards-based grading system across all grade levels organized by Common Core State Standards, California Content Standards, and Next Generation Science Standards.

Students at Learning Without Limits receive standards-based report cards that reflect student progress towards mastering grade-level standards each trimester. We expect all students to demonstrate mastery of all standards by the end of each grade level. Learning Without Limits students are graded on a scale of one to four for each standard, with the average point value of all standards for a given content area corresponding to a numeric score.



Formal trimesterly report cards are mailed out to families three times per year, at the end of each trimester. These report cards are also shared with families during family conferences, which occur each trimester. Families of students identified as requiring additional support to meet grade-level standards will be invited to participate in a COST meeting with all relevant stakeholders.

Promotion

Learning Without Limits is committed to setting up all students for success, so the school maintains rigorous standards for promotion. The promotion policy takes into account two factors: (1) reading level and (2) grade-level standard mastery in core content areas, as specified on report cards.

In compliance with IDEA, all students who have IEPs will be promoted to the subsequent grade level based on the successful completion of their IEP goals in alignment with our school's promotion policy.

Retention

If the school determines a student is not academically ready for the next grade despite multiple interventions and supports given throughout the year, the school reserves the right to retain a student and will make the decision in service of the student's best interest and long-term academic and personal success. In developing the retention policy, the school took into account the detrimental effects of social promotion, which can lead to significant academic gaps in middle school and high school.

When students are socially promoted without demonstrating appropriate grade-level proficiency, students may experience academic challenges with more advanced work as a result of not having mastered previous grade-level standards. Thus, the school makes decisions around retention and promotion carefully, in consultation with relevant stakeholders, such as families, teachers, and school leadership team members, considering reading level and grade-level standard mastery in core content areas.

If retention is a possibility, then our school leadership team works closely with the student's family to determine appropriate next steps, grounded in the student's best interest. Families of students who are likely candidates for retention will be notified by the school leadership team during Trimester 2 family conferences. Families will also be invited to attend a meeting with the Principal to discuss continued action steps for supporting student success through the COST process and to clearly communicate promotion requirements. Teachers and the grade-band Assistant Principal will provide promotion or retention recommendations for all students and the Principal will make all final promotion or retention decisions.

Homework

At Learning Without Limits, the goal is to prepare students for the expectations they will be asked to meet in middle school, high school, college, and beyond. Each grade level at Learning Without Limits determines their own grade-level policies regarding homework in an attempt to meet students at their developmental level and, at the same time, prepare them for college.

Academic Integrity

Learning Without Limits takes academic integrity seriously. Plagiarism and cheating of any kind are not permitted. Students may not look at and/or copy from the test, assignment, or digital work of another person; they may not let anyone look at and/or copy from their own test, assignment, or digital work. Students may not offer verbal help or pass notes to other students regarding a test. Students may not complete the work of another student. Teachers and administrators will enforce the honor code, but it is the responsibility of Learning Without Limits students to uphold it. By signing the handbook, Learning Without Limits students make a commitment to completing their own work and maintaining high ethical standards (reference: *Stanford University Honor Code*).



Restorative Practices

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

Learning Without Limits strives to use restorative practices whenever appropriate and feasible. Learning Without Limits believes that students can learn from mistakes and that the goal of the adults on campus should be to focus on restoring harm caused between community members rather than to dole out punishments.

Circles

One of the key aims of our restorative justice program at Learning Without Limits is to build a sense of community among students, and between students and adults at school. For cooperative and trusting relationships to best develop, students need to feel a high level of pride in membership and a high level of respect at school. Homerooms serve as the place where students participate in Community Circles to begin developing these types of relationships that leads to a successful restorative community. To belong, each student has to be seen and heard. The Circle process used in homerooms provides the means for everyone to belong and to feel significant under any circumstance. The goal of Circles includes flattening the hierarchy between various members of a school community.

Trauma-Informed Practices

A trauma-sensitive learning environment is one in which each student can feel appreciated and cared for by adults in the school, while being held to clearly articulated high standards for behavior that are reinforced through positive interventions and relationships. The goal is to help all students become more self-disciplined both in and outside of class. Instead of focusing on punishing students, Learning Without Limits aims to model, teach, and practice desired behaviors with students (adapted from *Circle Forward* by Carolyn Boyes-Watson & Kay Pranis and from *Getting Classroom Management Right* by Carol Miller Lierber).

Restorations

Restorations are the school’s primary pathway to model, teach, and practice desired behaviors with students. When a student receives a referral, they must also complete a reflection form that guides them through the process of:

1. Taking responsibility for their behavior;
2. Acknowledging how their behavior affects others;
3. Restoring relationships and carrying out restorative consequences; and
4. Practicing how to change their behavior next time.

Repairing Harm

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



Behavior Response

When responding to students who are not meeting expectations, the staff at Learning Without Limits take the following steps:

1. Try to understand what led the student to act the way the student did;
2. Help the student reflect so that s/he understands how her/his actions hurt her/him and other community members;
3. Help the student make things right with the people s/he hurt; and
4. Help the student make a plan so that s/he does not experience the same problem again or knows how to handle the situation in the future.

Classroom-Managed vs. Office-Managed Behaviors

Classroom-Managed Behaviors (Teacher-Led)	Office-Managed Behaviors (Admin-Led)
<ul style="list-style-type: none"> ● Minor insults or talking back ● Unkind language ● Off-task talking ● Refusal to attempt work after appropriate scaffolds (ie. chunking work, star chart) and after checking in to determine student needs. ● Refusal to comply with safety protocols including requirement to wear mask ● Calling out ● Roaming/wandering in class ● Play fighting ● Off-task contact (touching a neighbor or their materials w/o permission, sitting in someone else's space, pushing in line, poking with pencil) ● Undirected and directed profanity ● Throwing materials without intent to harm (e.g. throwing pencil across room) 	<ul style="list-style-type: none"> ● Unsafe language (i.e., insults based on race, gender, orientation directed to another individual(s)) ● Bullying another student ● Unsafe behavior (i.e., climbing, standing on top of containers, throwing objects with intent of harm) ● Physical aggression or altercation with intent to harm ● Elopement from class if unsafe or persistent (3 times or more in a class period) ● Continued off-task behavior (same or different from the classroom-managed behavior list) after 3 interventions ● Intentional damaging of school property ● Stealing ● Possession of a dangerous object
Appropriate Responses & Consequences	Appropriate Responses & Consequences
<p><u>Appropriate Consequences:</u></p> <ul style="list-style-type: none"> ● Active Ignoring paired with positive narration for other students doing the right thing ● Reminder ● Redirect ● Reset ● Restorative conversation <p><u>If the behavior persists:</u></p> <ul style="list-style-type: none"> ● Phone Call Home ● Loss of Privilege ● Make Up Time or Give Back 	<p><u>Appropriate Consequences*:</u></p> <ul style="list-style-type: none"> ● Push-in support and modeling ● Loss of privileges (e.g., choice time, recess) ● Community service ● Facilitated conversation ● Behavior contract ● Family meeting ● Family sit-in ● In-School Suspension (Dean of Culture Office) ● Out-of-School Suspension



Proactive Measures	
Whole Class/Tier 1	Individualized/Tier 2
<ul style="list-style-type: none"> ● Intentional relationship-building, student interest survey, time outside-of-class/school time ● Model, re-teach & practice desired behaviors ● Incentive systems (individual, group, whole class) ● Build in more student talk time and/or choral response ● Use Community Meeting to address consistent class behavioral challenges ● Use of forced-choice language ● Respond predictably and equitably to student behaviors on card/clip chart 	<ul style="list-style-type: none"> ● Offer a break in class (<5 min) ● Strategic leadership positions or “Special Helper” job ● “Secret Signal” for a break ● 1:1 check-ins with teacher ● Problem-solving conference with student ● Behavioral goal-setting conference w student ● Strategic seating and/or partnership ● Family phone call/conference ● Conflict mediation ● Practice during preferred activity (recess, choice time)

Classroom Management Plan (6 R’s System)

Learning Without Limits knows that consistency is key in developing positive student behavior. Therefore, every grade-band classroom uses the same classroom management plan. R’s may be skipped depending on the severity of the behavior.

	Grades TK-2	Grades 3-5
R1	Reminder (Blue)	Reminder
R2	Redirection (Green)	Redirection
R3	Reflection (Yellow)	Reflection
R4	Recalibrating Conversation (Orange)	Recalibrating Conversation
R5	Referral (Red)	Referral
R6	Restoration	Restoration

Reflection

A reflection is an opportunity for students to step outside of class and take a break from the learning environment and to go to another space to think about what is bothering them or getting in the way of their learning. Students fill out a reflection sheet, and have it reviewed and signed by the cooperating adult. Upon returning to the classroom, students will meet with their teacher at the doorway to review the expected behavior and next steps for student success. Ideally, the reflection time and space gives them a chance to grow in terms of processing feelings and emotions.

Recalibrating Conversation

Students may engage in a recalibrating conversation for not meeting expectations, receiving multiple reminders for inappropriate behavior in class, and engaging in unsafe or inappropriate actions at school.

When a student gets to a recalibrating conversation, it means that they will engage in a conversation with the teacher or adult to share what is bothering them and getting in the way of their learning, review expectations, and commit to agreements before returning to class.



Referral

At Learning Without Limits, a “Referral Ladder” is used to ensure consequences for repeated behavior infractions are fair, equitable, and restorative. Administrators may move students up or down the referral ladder if students follow through on behavior contracts, counseling, and other interventions and supports that are built into the ladder.

Each time a student gets a referral, the following takes place:

- student reflection;
- adult-student conference;
- phone call home;
- referral logged into DeansList; and
- opportunity to repair and/or restore the relationship between affected individuals.

If a student does something illegal, threatening, or dangerous on school campus, or coming/going from school or school-related activities, the student will skip directly to the 5th step, or higher, as warranted by the severity of the behavior and California Education Code. The Principal/admin designee may use discretion based on California Education Code to disregard any steps.

Referral Ladder

Student Council members may not earn a referral. If a member of the Student Council earns a referral, the student will be ineligible for Student Council, effective immediately.

# of Referrals	Logical Consequences
1-2	<ul style="list-style-type: none">● adult-student conference (teacher if classroom-managed and administrator if office-managed)● family phone call● 1 restorative consequence: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books)● verbal/recorded/written apology AND restorative conversation
3	<ul style="list-style-type: none">● adult-student conference (teacher if classroom-managed and administrator if office-managed)● family phone call● 1 restorative consequence: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books)● verbal/recorded/written apology AND restorative conversation● family observation for 2 hours● teacher consults with grade-level team and initiates inquiry cycle
4	<ul style="list-style-type: none">● adult-student conference (teacher if classroom-managed and administrator if office-managed)● family phone call● 2 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books)● verbal/recorded/written apology AND restorative conversation
5	<ul style="list-style-type: none">● adult-student conference (teacher if classroom-managed and administrator if office-managed)● family phone call



	<ul style="list-style-type: none"> ● 2 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● loss of 1 schoolwide privilege: field trip, ASP enrollment, grade-level tradition/celebration, schoolwide day event ● meeting with student, family, teacher, Dean of Culture/admin designee, and ASP Program Manager (if enrolled in ASP)
6	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 2 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● family observation for half day
7	<ul style="list-style-type: none"> ● adult-student conference (teacher if classroom-managed and administrator if office-managed) ● family phone call ● 3 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● achievement/behavior contract developed by MTSS Team and teachers
8-9	<ul style="list-style-type: none"> ● administrator-student conference ● family phone call ● 3 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● verbal/recorded/written apology AND restorative conversation ● family observation for full day
10	<ul style="list-style-type: none"> ● administrator-student conference ● family phone call ● 3 restorative consequences: loss of morning recess, loss of afternoon recess, give back time/fix it, behavior practice (do it again), social skills practice (books) ● loss of 2 schoolwide privileges: field trip, ASP enrollment, grade-level tradition/celebration, schoolwide day event ● verbal/recorded/written apology AND restorative conversation

Restoration

When a student receives a referral, it means that they will be required to meet with the teacher or adult to work on repairing whatever harm was caused. Restorations may consist of, for example: practicing the desired behavior, completing an assignment, cleaning or giving back to the school community in some way, apologizing, or engaging in a mediation. Students must complete their restoration within one week after receiving a referral. If the student does not complete her/his restoration, the student will be referred to an administrator. Students must complete their restoration with the teacher or adult who wrote a referral for the student. Usually restorations take place after school, although sometimes a staff member may hold a restorative conversation during lunch, between classes, before school, or after school.



Discipline Policies

Learning Without Limits maintains a comprehensive set of student discipline policies. These policies are summarized below.

Bullying

No hate language is allowed at school. Hate language consists of words referring to people by race, ethnicity, ability, gender, or sexuality with the intent to demean or hurt. Learning Without Limits takes bullying and hate language very seriously.

No bullying based on religious affiliation is tolerated. No cyberbullying is tolerated.

No cursing or foul language is allowed at school. Teasing, threatening, or intimidating is not tolerated.

Families/guardians and students are encouraged to report instances of bullying to the students' teachers, main office team members, and/or school leadership team members.

[EFC Policy: Title IX, Harassment, Intimidation, Discrimination, and Bullying](#)

Cell Phones & Electronic Devices

If a student needs to bring a cell phone, the student must get permission from the office and it must be turned off and kept in the student's backpack during school.

The school is not responsible for lost, damaged, or stolen cell phones and electronic devices.

Electronics of any kind (including, but not limited to, cell phones, Mp3 players, cameras, bluetooth speakers, earphones/earbuds, etc.) are not permitted from the start of the school day until the end of the school day, unless the teacher has given permission.

If a student is caught using an electronic device without permission, an adult will confiscate the item and turn in the electronic device to the office, where it will be locked up for safe-keeping. If a student fails to give up the electronic device, they will receive a referral. The first time an electronic device is confiscated, a family/guardian may call to have it released to the student that same day. The second time an electronic device is confiscated, a family/guardian must pick it up. The third time an electronic device is confiscated, the student must adhere to a Student Support Contract.

If families/guardians need to reach their children because of an emergency during class time, they can call the main office at 510-879-1282.

Alcohol & Drugs

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

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

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



Skateboards/Skates/Rollerblades/Razors

Riding or wearing anything with wheels will not be permitted anywhere on school campus. Students caught will be given a warning, and if it happens again, they will have the item(s) confiscated. Confiscated items will be brought to the main office and a family/guardian will have to pick them up.

Suspension & Expulsion

When student behavior moves far beyond the Learning Without Limits expectations and discipline policy, the Education for Change Public Schools and California Education Code for suspension and expulsions are followed. The following pages spell out the general consequences in line with policies and procedures for suspension and expulsions under Education for Change Public Schools and California Education Code. For more detailed information, contact the Principal.

When dealing with behavior violations, the Principal or designee may use her/his discretion to provide alternatives to suspension or expulsion.

A student may be suspended or recommended for expulsion for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

- (a) while on school grounds;
- (b) while going to or coming from school;
- (c) during the lunch period, whether on or off the school campus; and
- (d) during, going to, or coming from a school-sponsored activity.

Students may be suspended or recommended for expulsion for any of the following acts when it is determined that the pupil:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Willfully used force of violence upon the person of another, except self-defense.
- (c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- (h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- (k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- (l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.



- (n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- (q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property which includes, but is not limited to, electronic files and databases,, or the personal property of the person threatened or his or her immediate family.
- (r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - e. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other



wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 4. An act of cyber sexual bullying For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 5. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- (w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

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

EDUCATION FOR CHANGE PUBLIC SCHOOLS POLICIES & PROCEDURES

[Uniform Complaint Policy & Procedures](#)

[Uniform Complaint Procedure Form](#)



Attendance Policy

Title IX, Harassment, Intimidation, Discrimination, and Bullying

Suspension & Expulsion Policy

